

1974

## 1974-1975. Catalog.

Hope College

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Hope

## HOPE COLLEGE AT A GLANCE

LOCATION:	Holland, Michigan, a city near Lake Michigan. Approximately 170 miles from Chicago, Ill., and Detroit, Mich.										
TYPE:	Private, co-educational, undergraduate, liberal arts college founded in 1866.										
GOVERNING BODY:	28-member Board of Trustees. Four members elected by alumni, two by faculty, and two non-voting student representatives.										
ENROLLMENT: (73-74)	2,105 students representing 39 states and 21 foreign countries. 1,039 men, 1,066 women.										
DENOMINATIONAL AFFILIATION:	Independent, self-governing liberal arts college retaining ties with the Reformed Church in America. Voluntary chapel services are held regularly.										
HOUSING:	College owned and operated dormitories and fraternity houses.										
PHYSICAL PLANT:	25 major buildings on approximately 45 acres.										
CALENDAR:	Semesters.										
ACCREDITATION:	Accredited by the North Central Association of Colleges and Secondary Schools. See page 258 for other accreditations.										
FACULTY:	140 full-time faculty. 77% have Ph.D's or terminal degrees.										
STUDENT-FACULTY RATIO:	15-1										
AREAS OF CONCENTRATION:	Bachelor of Arts and Bachelor of Music Degrees. Varied curriculum including 34 major fields, study abroad, and semester and summer programs in various places. In addition, pre-professional training, a three-two engineering program and teacher certification.										
LIBRARY:	157,000 volumes, 5,220 reels of microfilm and 1,100 periodicals.										
PLACEMENT SERVICES:	A career planning and placement office for students and graduates is centered around testing, counseling and outreach programs into industry, business, and educational school systems.										
ATHLETICS:	Competition in varsity sports for men and women. Member of the Michigan Intercollegiate Athletic Association (Adrian, Albion, Alma, Calvin, Hope, Kalamazoo, and Olivet) and the National Collegiate Athletic Association. An active intramural sports schedule is available to both men and women.										
YEARLY COSTS OF ATTENDING HOPE (74-75):	<table> <tr> <td>Tuition . . . . .</td><td>\$2,135</td></tr> <tr> <td>Fees . . . . .</td><td>75</td></tr> <tr> <td>Room . . . . .</td><td>470</td></tr> <tr> <td>Board . . . . .</td><td>630</td></tr> <tr> <td>Total Costs . . . . .</td><td><u>\$3,310</u></td></tr> </table>	Tuition . . . . .	\$2,135	Fees . . . . .	75	Room . . . . .	470	Board . . . . .	630	Total Costs . . . . .	<u>\$3,310</u>
Tuition . . . . .	\$2,135										
Fees . . . . .	75										
Room . . . . .	470										
Board . . . . .	630										
Total Costs . . . . .	<u>\$3,310</u>										
FINANCIAL ASSISTANCE:	Available to admitted students based upon individual financial need as determined by the Parents' Confidential Statement. 67% of all currently enrolled students received aid ranging from \$100 to \$3,100. The average award is \$1,260.										
JOBS:	35% of the student body during 1973-74 held employment obtained through the college.										

**FOR ADMISSIONS AND FINANCIAL AID INFORMATION SEE PAGES 43-61**

*a four-year coeducational liberal  
arts college affiliated with the  
Reformed Church in America*



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# HOPE COLLEGE CALENDAR FOR 1974-75

## Fall Semester (1974)

August 23, Friday	Faculty Conference
August 23, Friday	Dormitories open—12 noon
August 24, Saturday	Freshmen Orientation Begins
August 27, Tuesday	Registration; Formal Convocation (evening)
August 28, Wednesday	Classes Begin 8:30 a.m.
September 2, Monday	Labor Day (Normal Class Schedule)
September 12, Thursday	Last Day to Enroll for Credit; Last Day to Drop Courses
October 2, Wednesday	Fall Recess Begins—4:20 p.m.
October 7, Monday	Fall Recess Ends—8:00 a.m.
October 18, 19, 20, Fri.-Sun.	Homecoming Weekend
October 25, Friday	Mid-Term Grades Due in Registrar's Office 4:00 p.m.
November 8, 9, 10, Fri.-Sun.	Parents' Weekend
November 11, Monday	Last Day to Withdraw from Courses with a "W" Grade
November 27, Wednesday	Thanksgiving Recess Begins—4:20 p.m.
December 2, Monday	Thanksgiving Recess Ends—8:00 a.m.
December 2-6, Mon.-Fri.	Registration for Spring Semester 1975
December 12, Thursday	Last Day of Classes
December 13, Friday	Reading Day
December 14-19, Sat.-Thurs.	Semester Examinations
December 30, Monday	All Final Grades Due in Registrar's Office 4:00 p.m.

## Spring Semester (1975)

January 7, Tuesday	Dormitories open—12:00 noon
January 8, Wednesday	Registration for New Students (DeWitt Cultural Center, 10:00-12:00 noon)
January 9, Thursday	Second Semester Classes Begin—8:30 a.m.
January 24, Friday	Last Day to Enroll for Credit; Last Day to Drop Courses
January 31, Friday	Incompletes from First Semester 74-75 not made up become "F"
February 19, Wednesday	Winter Recess Begins—4:20 p.m.
February 25, Tuesday	Winter Recess Ends—8:30 a.m.
March 7, Friday	Mid-Term Grades Due in Registrar's Office 4:00 p.m.
March 21, Friday	Last Day to Withdraw from Courses with a "W" Grade
March 28, Good Friday	Spring Recess Begins—11:20 a.m.
April 5, Saturday	Dormitories open—12:00 noon
April 8, Tuesday	Spring Recess Ends—8:30 a.m.
May 2, Friday	May Day—Classes Dismissed 12:20 p.m.; Last Day of Classes
May 5-9, Monday-Friday	Semester Examinations
May 10, Saturday	Alumni Day
May 11, Sunday	Baccalaureate and Commencement
May 14, Wednesday	All Final Grades Due in Registrar's Office 4:00 p.m.
June 20, Friday	Incompletes from Second Semester 74-75 not made up become "F"

## May Term (1975)

Intended primarily for concentrated course offerings, field trips, special and independent study projects.

May 12, Monday	Registration & Payment of Fees (Registrar's Office 8:00-12:00 noon)
May 12, Monday	Classes Begin in Afternoon
May 30, Friday	May Term Ends

## June Term (1975)

June 2, Monday	Registration & Payment of Fees (Registrar's Office 8:00-12:00 noon)
June 2, Monday	Classes Begin in Afternoon
June 20, Friday	June Term Ends

## Summer Session (1975)

June 23, Monday	Registration & Payment of Fees (DeWitt Cultural Center 8:00-10:00 a.m.)
June 23, Monday	Classes Begin (abbreviated schedule)
August 1, Friday	Summer Session Ends



# Hope College in brief . . .

*Over one hundred years ago, Dutch pioneers, seeking new opportunities in a young America, established an academy on the eastern shore of Lake Michigan. Battling hostile forces in an untamed land, they were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. Today this school is Hope College, a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community—students and teachers vitally concerned with a relevant faith that changes men's lives and transforms society.*

*The curriculum offers a variety of courses in 24 major fields. The College has long been known for outstanding pre-professional training. Each year most graduates go on to further study in the leading graduate schools here and abroad, or enter directly the teaching and other professions.*

*Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, The National Council for Accreditation of Teachers Education; it is approved by the American Association of University Women and the American Chemical Society, and it is a member of the National Association of Schools of Music.*

*Students may attend the Hope College Vienna Summer School. They may choose to enroll for a semester or a full year's study in Europe. Through the Washington Semester Plan, superior students may study government and politics in Washington, D.C. Membership in the Great Lakes Colleges Association enables Hope students to study in Scotland, Mexico, Colombia, Japan, the near East, the Far East, and Africa. Under auspices of the Great Lakes Colleges Association Hope students may participate in the Philadelphia Urban Semester, the New York Arts Semester, or the Oak Ridge Science Research Program.*

*Hope supports the Civil Rights Act of 1964, adopted by the Federal Government and, as it has throughout its history, admits young men and women who desire a Hope education, without respect to race, color, or national origin.*

*Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams in all major sports. An active intra-mural program is also encouraged. Lake Michigan beaches are less than fifteen minutes away and facilities for both water and snow sports are close by.*





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# *This is Hope College . . .*



## **HOPE**

occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction—as it does today—that life is God's trust to man, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of each individual student, not for his own self-gratification, but for what he can give to others in service to God and man.

Hope College holds that a vital faith is central to education and to life—that faith provides both the incentive and dynamic for learning and living.

## **HOPE WELCOMES**

able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitment, and to develop their capacity for service.

## **HOPE PROVIDES**

an adventure in learning and living, not alone for knowledge and wisdom, but for understanding, for meaning, and for purpose.



As partners, in this seeking and searching fellowship, Hope students find a sympathetic faculty of professionally distinguished scholars. They have a genuine concern for the total development of every individual student. Hope's finest teachers are honored to teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged.

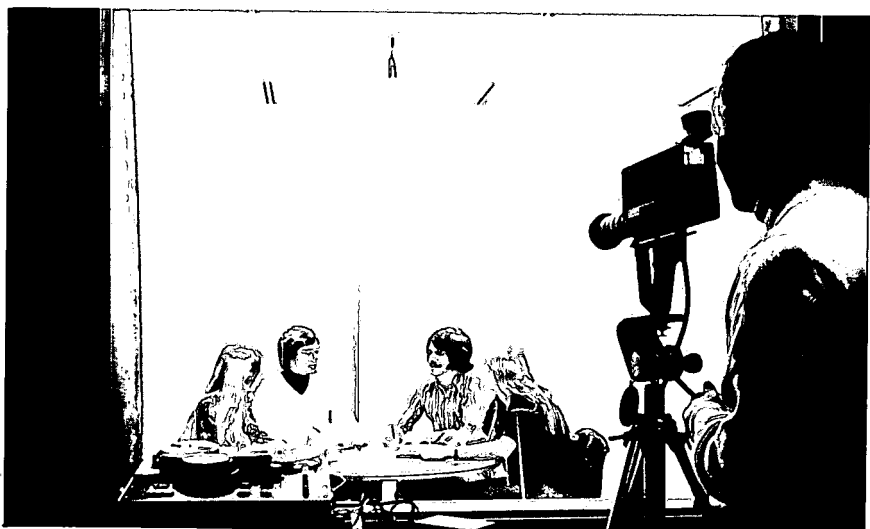
10 Hope offers a well equipped and friendly environment. Campus life centers about residence halls which serve as social centers for meals and conversation, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and a wide range of personal interests add variety and richness to the group living experience.

Myriad co-curricular activities and cultural events attract almost every student on campus and provide rich opportunities as laboratories for leadership. The total Hope experience is designed to engender a lifelong love of learning.

## HOPE PREPARES

men and women who are persons in their own right—uncommon men and women who have a personal dignity based on intelligence, a profound sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent to the four corners of the world alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.





**FACULTY** — Men and women of high scholastic attainment and of deep concern for the growth and development of students, Hope's faculty insure the quality education which has long been the hallmark of Hope College.

All Hope's faculty members serve not only as teachers, but as counselors, advisors, and friends to students. Outside the classroom they contribute to the intellectual vitality of the campus through evenings with students in their homes, "bull sessions" in residence halls, essays in the *anchor*, and many informal contacts with students. Hope's faculty, which includes 144 full-time faculty members and 20 part-time faculty members, is drawn from 66 different universities and colleges. Faculty professional activity is encouraged and during a recent year ninety-seven books and articles were published by the faculty, more than 70 per cent of whom hold completed doctorates or other terminal degrees.

**CURRICULUM** — Hope's educational program offers a variety of courses in 23 major fields. Within and through this educational program, Hope is concerned with developing intellectual discipline and a fellowship of inquiry. The curriculum is described in detail in a later chapter.

Hope is concerned that each student achieves intellectual development through the offerings of the various departments. For those students with unusual academic maturity, the following challenging programs have been designed:

- Honors courses in the freshman and sophomore years.
- Independent and tutorial study during all four years.
- Research opportunities for students in all disciplines are available both on campus and off. The Philadelphia Urban Semester Program is designed to assist students in understanding the urban society. The Washington Semester Program gives students an opportunity to study government and politics in Washington, D.C.
- Cross-cultural and Language Programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.







## THE COLLEGE RESOURCES

Hope has long been recognized as a leading producer of individuals who have achieved distinction in their chosen professions. Over the past six decades, Hope has had a distinguished record of excellence in pre-medical and pre-dental education. Graduates have not only had outstanding success in gaining admission into the leading medical schools, but have also established distinguished records in academic medicine, the professional practice of medicine and in foreign medical missions. In a variety of studies conducted over the past 20 years, Hope was ranked first in Michigan, on the basis of percentage of enrollment, in the undergraduate preparation of men entering the scholarly professions (*The Younger American Scholar*) and led all four year colleges in Michigan in the production of graduates who completed a Ph.D. (National Academy of Science). In a similar study undertaken by the Ford Foundation, Hope placed in 37th position out of 562 colleges studied in the production of scholars, a scholar being defined as a college graduate who went on to complete a doctorate or was awarded a major university fellowship. Another study placed Hope seventh in the nation in the percentage of scientists produced from its enrollment who become "starred" entries in *American Men of Science* and a publication of the American Chemical Society entitled "Baccalaureate Origins of Eminent Chemists" ranked Hope in 1971 as third in the nation among the coeducational liberal arts colleges in the production of "eminent chemists."

The Association of American Medical Colleges in a report entitled *Student Progress Through Medical School and Origins and Progress of Each Medical School's Students* ranked Hope among the top 15% of all colleges and universities in the nation in the number of students graduated from its pre-medical program. Hope is also one of thirty colleges cited and described in the volume *Origins of American Scientists*.

Nearly one-half of Hope's graduates enter graduate school to pursue advanced training for careers in medicine, science, business, education, economics, the humanities and psychology.

**SCHOLARSHIPS, HONORS, AWARDS** — Each year a number of Presidential Scholars are selected from the ranks of enrolled freshmen. Other scholarships, grants-in-aid, loans, and campus employment are also available to Hope students. Graduation honors, senior honors, and several special awards for outstanding work or unusual merit are presented each year at commencement.

**INTERNATIONAL EDUCATION** — The scope of the College's involvement in international education is a broad one offering many opportunities to students. Its home campus program is globally oriented. Its overseas program offers the intellectual challenge of foreign academic experience at several campuses in Europe, Latin America, the Near and the Far East.

"This is a shrinking world and we must learn to be at home in it." Today study in various parts of the globe has become a live option for any Hope college undergraduate seriously interested in adding an important international dimension to his education. Hope College believes that through exposure to a foreign society students can expand their knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity.



## *The College Resources*

Hope College students can choose from a wide range of international study opportunities which are designed to serve as integral parts of their undergraduate education. They may go abroad for a summer, a semester, or a year. (See pages 87-92 for description of various program available abroad.)

On the home campus, American students intermingle freely with foreign students from thirty to thirty-five countries, enabling Hope students to broaden their understanding of community and world problems. In addition to the regular academic year's program, a separate International Summer Session attracts students from the Far East as well as from other countries.

**THE PHILADELPHIA URBAN SEMESTER** — Hope is the agent college for this Great Lakes Colleges Association program. Spending a semester in the nation's fourth largest city and conscientiously using its vast resources, faculty and students are offered an interdisciplinary educational opportunity to investigate and analyze a city as a system of human interaction, to blend theory and experience in a professional, academic, and stimulating environment, to acquire understanding of at least one field of work; identify and develop skills in that field, to develop personally, socially, and responsibly in an urban environment. All participants attend supervisory and urban studies seminars, colloquia and workshop. The field experience and related course work are all complimentary to participant's areas of interest and academic disciplines. For detailed information see pages 85-86 and 169-171.

**THE SEMESTER ARTS PROGRAM IN NEW YORK** — Hope students may take a semester during their Sophomore or Junior year in New York as part of the Great Lakes Colleges Association Arts Program. Students will be involved directly in the environment of the professional artist, musician, and dramatist. Also available are New York City's wonderful resources such as the Museum of Modern Art, the Lincoln Center Library, and professional theatres.

**THE HOPE COLLEGE SUMMER SESSION ON CAMPUS** — Vacation and study can be combined while taking courses at Hope in the summer session. The College offers a six-week program in most departments, and two three-week programs for intensive study of one subject. The College is a ten-minute ride from the sandy beaches of Lake Michigan and even closer to the boating and fishing shores of Lake Macatawa. Courses are offered to college students who want to complete undergraduate work earlier, to high school seniors and juniors who want to earn advance college credits, and to teachers and other graduates who wish to earn graduate credit. A separate Summer School *Catalog* is published during March and may be obtained by writing to the Director of the Summer School.

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## **Campus Facilities and Equipment**

**DIMNENT MEMORIAL CHAPEL**, of Gothic design, is a beautiful edifice with stained glass windows. Used for all-college assemblies and convocations, it houses a four-manual Skinner organ and an 18th century Dutch gallery organ. The ground floor is used for classrooms and faculty offices.

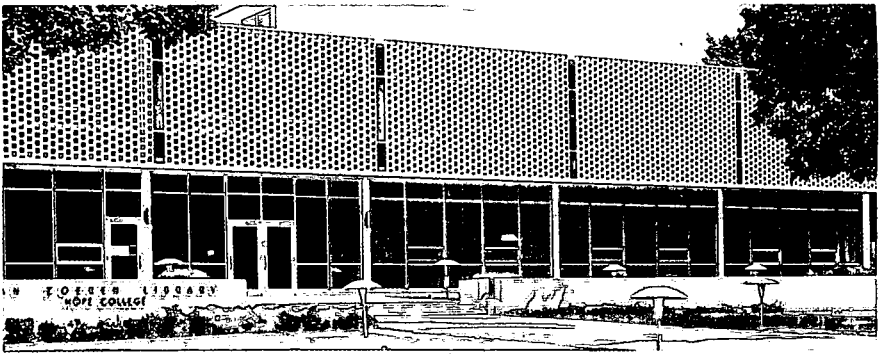


Dimnent Memorial Chapel

Physics-Mathematics Building



## *The College Resources*



Van Zoeren Library

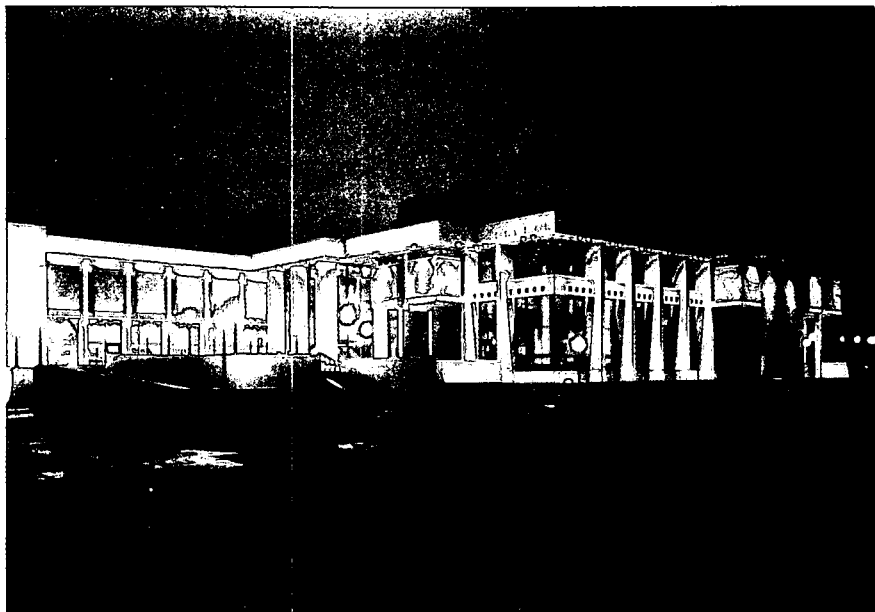
**VAN ZOEREN LIBRARY**, gift of alumnus Dr. G. John Van Zoeren, is the campus center of self-instruction. The library provides the students and faculty a selective collection of books, periodicals, microfilm, and related materials. It now contains more than 140,000 volumes, approximately 1,200 current periodical subscriptions, and over 4,500 reels of microfilm all classified and shelved together on shelves open to all users. The Access office on the main floor contains reference works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Other libraries in the community available to Hope College students are the Herrick Public Library, with 100,000 volumes, and the Beardslee Library of Western Theological Seminary, with 50,000 volumes.

The library is pleasant and spacious; its stacks, lounges, and carrels are arranged for effective reflective work. The main floor contains the Reference Desk, card catalogs, periodical indexes and abstracts, reference collection, and Hope College publications. (For location of other books, periodicals, and microfilms—all arranged by the Library of Congress classification system—consult the library directory found on each floor.) The second floor has the Van Zoeren Memorial Room, and offices of the librarians. The ground floor includes the seminar rooms, typing facilities, Carley Room for film viewing, VanderBorgh Memorial curriculum library and instructional materials center, Heritage Room, and Hope College Archives.

Branch libraries are located in the Peale Science Center, physics-mathematics building and the music building. Each of these has its own separate catalog in the branch as well as being included in the main catalog of the Van Zoeren Library.

**THE ARCHIVES** is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed on the ground floor of the Van Zoeren Library, is available to scholars interested in the history of the college.

## *The College Resources*



DeWitt Student and Cultural Center

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**PHYSICS-MATHEMATICS HALL**, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, classrooms, and offices. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include electronic calculators, multichannel analyzer, a two million volt accelerator, and a Sigma 6 computer system with remote terminals.

**THE COMPUTER CENTER**, in Physics-Mathematics Hall, houses a new Xerox Sigma 6 Computer System which serves the data processing needs of the entire campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by virtually all students in mathematics and the natural sciences and by many students in the social sciences as well.

**GRAVES HALL**, built in 1894 and remodeled in 1962, is a beautiful stone building used for classrooms, Language Center, and language laboratory equipped with 72 stations for foreign language study. The Sociology department, student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

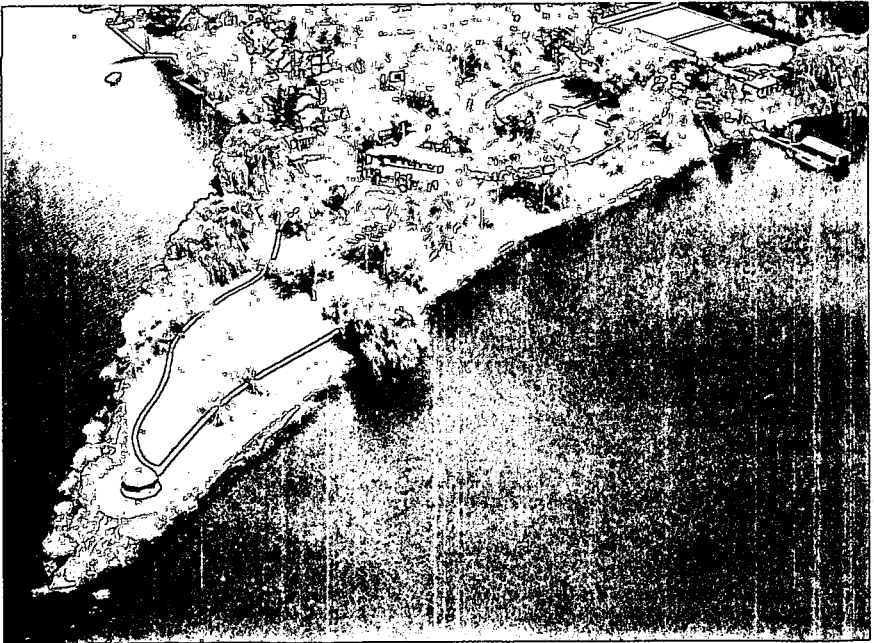
**CARNEGIE-SCHOUTEN GYMNASIUM** for facilities for the intramural and inter-collegiate sports program. In addition to the main playing floor, there are two

## *The College Resources*

handball courts, lockers, shower rooms, faculty offices, and several smaller rooms for corrective exercises. The football fields, baseball and softball diamonds, and rubber asphalt running tracks are a few blocks east of the main campus at Van Raalte Athletic Field.

**NYKERK HALL OF MUSIC AND SNOW AUDITORIUM**, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, offices, record library, and three listening rooms. Snow auditorium has a seating capacity for 200 persons. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons.

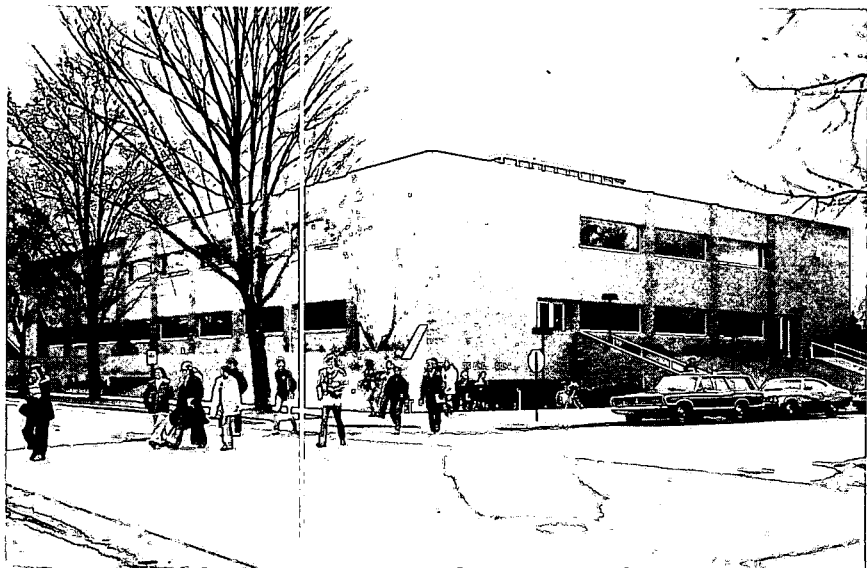
**LUBBERS HALL**—The former science building is being remodeled into a center for the humanities and social science departments. The building is scheduled to be ready for occupancy in time for the second semester of the 1974-75 school year. It will house the departments of communications, economics and business administration, English, history, political science and religion as well as the audio visual department. The center has been named in honor of Dr. Irwin J. Lubbers, President Emeritus of Hope College.



Marigold Lodge — Headquarters for Conference-Education Center



## *The College Resources*



Peale Science Center

**THE PEALE SCIENCE CENTER** completed in 1973 at a cost of \$3.6 million, houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary and a library-instructional resources center. The former science building is being renovated into facilities for academic departments in the social sciences and humanities.

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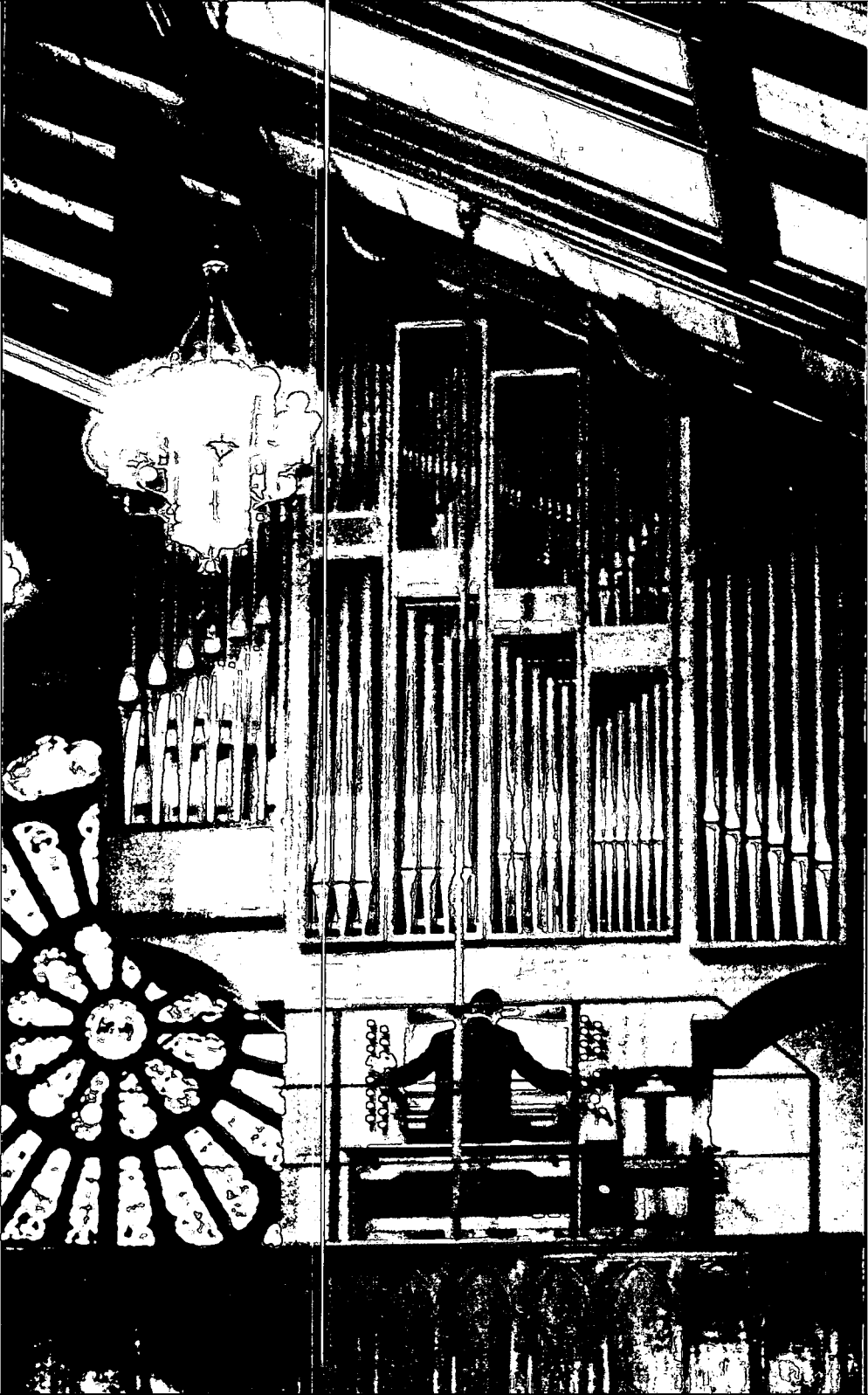
**THE DE WITT STUDENT AND CULTURAL CENTER** opened in the Fall of 1971. The Center includes a modern educational theatre, art galleries, bowling alleys, lounge, snack bar, study areas, and the Hope—Geneva book store.

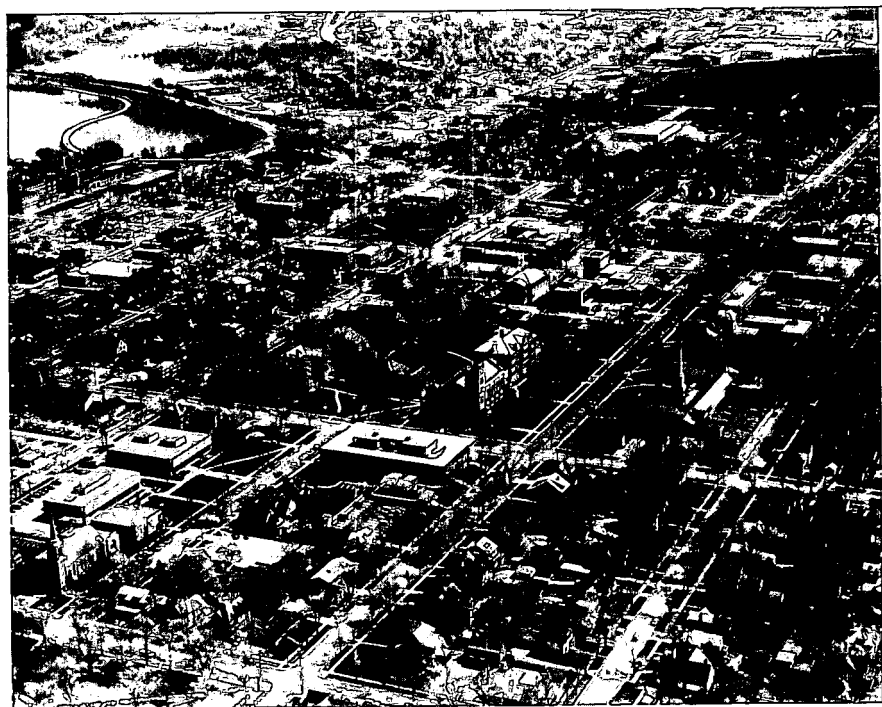
**LIVING ACCOMMODATIONS**—Most of Hope's 2,100 students live on campus, except those residing with their parents or who are married. Residence halls are shown on a map of campus on page 274. Other students enjoy the home-like atmosphere of the twenty cottages.

Through the excellent service of the Saga Food Service, two large dining halls cater to both men and women students. The coffee kletz in the De Witt Cultural and Student Center, open daily, is a popular meeting place for students and faculty.

**HOLLAND, MICHIGAN**--The lovely resort city of 27,000 located a half-hour drive from Grand Rapids and a two-hour drive to Chicago, is a flourishing community. Situated on Lake Macatawa and near beautiful Lake Michigan, Holland is an ideal spot for summer and winter sports. The college lies in the center of the town.







## THE CAMPUS GROWTH PLAN

Hope College is actively involved in a campus development program.

The Build Hope Fund, launched in October, 1972, is an \$8,850,000 fund-raising effort designed to complete the College's campus facilities program, increase endowment for scholarships and faculty salaries and supplement academic programs.

One of the major goals of the Build Hope Fund will be the construction of a \$2.5 million physical education center. Other projects to be undertaken include conversion of the former science building for use in the social sciences and humanities programs, completion of the art education center, additional student housing and support of the college's environmental and ecological science programs.

Success in this undertaking will provide Hope with the basic physical facilities needed for the foreseeable future and will enhance the continued financial stability of the College as she endeavors to fulfill her mission in Christian higher education.

## THE HOPE COMMUNITY

It is the intent of Hope College to become a community of scholars. This is not only evidenced in its academic program, but in all phases of its life as a college as students, faculty and administrative staff members join in the activities and decisions which are an integral part of Hope. A campus community hour is set aside in the weekly academic schedule to encourage the sharing of common concerns and to allow the campus community to examine significant issues. A sense of community is also evidenced in the wide diversity of involvements which the student can share with other members of the college. Many of those involvements are described in the following pages.

### Campus Government

Decisions governing the college community are primarily made by the student-faculty committees whose functions is to make specific college policy. On such committees students and faculty share on an equal basis in deliberation and voting. Three major boards bear the major responsibility for college decisions, while subcommittees of each deal with more specific areas.

**ACADEMIC AFFAIRS BOARD** — The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, and International Education Committees. Board membership is: four students, eight faculty, Academic Dean.

**ADMINISTRATIVE AFFAIRS BOARD** — The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aids, Athletics, and Student Standing and Appeals Committees. Board membership is: two students, four faculty, four administrative heads.





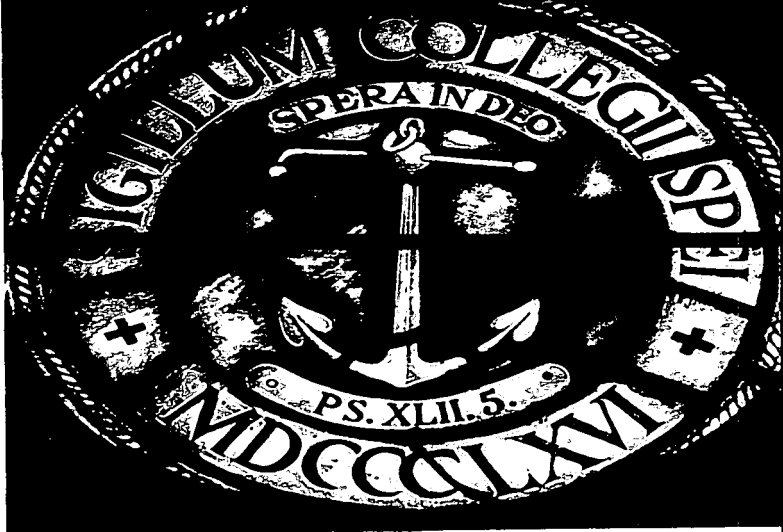
**CAMPUS LIFE BOARD** — The CLB examines and acts on policies dealing with the co-curricular, social and recreational program and with the regulations for effective living together of students on the campus. Subcommittees include: Extra-Curricular Activities, Religious Life, Student Communications Media, and Student Conduct Committees. Board membership is: six students, six faculty, three administrators.

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**STUDENT CONGRESS** — The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made on the Boards and Committees noted above, students are represented in the decision-making process. The Student Congress is an assembly of the student members on those Boards and Committees.

**COLLEGE JUDICIAL BOARD** — Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. Operating on a basic principle of self-governance, responsibility for the development and enforcement of regulations is centered on residence hall units under the approval of the Campus Life Board. The final body in this judicial system is the College Judicial Board. The Judicial Board has jurisdiction in handling infractions of all-college rules, as well as serving as an appeal board for cases heard on a lower level. Membership is comprised of: five students, two faculty and one member of the Dean of Students' Staff.





## The Religious Dimension

Hope encourages the development of whole persons as that phrase is given meaning through the Christian faith. It seeks to be in all aspects a Christian community in action.

Because the life of Christ sets the priority of acting out in life what is claimed in beliefs, students are encouraged to affirm that same totality, according to their individual gifts and abilities. The Ministry of Christ's People, organized and directed by students and the Chaplains, is involved in serving the College community in four broad areas—worship, social ministries, evangelism, and personal and interpersonal Christian growth.

**WORSHIP**—Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by Hope College Chaplain, Mr. William Hillegonds, by members of the faculty, or by guest preachers. Informal worship is held elsewhere on the campus at other times. Chapel services are held daily in Dimnent Chapel, and the dormitories. Midweek activities include morning communion in the Schoon Meditation Chapel and fellowship meetings.

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**SOCIAL MINISTRIES**—In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, population difficulties, and ecological crises.

**EVANGELISM**—This phase of the Ministry seeks to proclaim and present the person of Jesus Christ and His claims to the community by means of encouraging discipleship and by training people to engage in Christian witness. Various methods of witnessing are utilized through a variety of life styles.

**PERSONAL AND INTERPERSONAL CHRISTIAN GROWTH**—Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually.



## *The Hope Community*

### **Cultural Affairs**

The community in which Hope College exists extends beyond the physical boundary of the campus. The process of education involves interaction with other cultures and a developing awareness of the culture in which one lives. Through a wide diversity of opportunities of a cultural nature, Hope aims to broaden the perspective of the individual student. The departments of Music, Art, and Theatre through their classes and activities and the Cultural Affairs Committee provide the stimulus for Hope's cultural affairs by sponsoring an annual series of lectures, dramatic productions, gallery showings, and concerts as well as several artist-in-residence programs to bring the performers into closer contact with students.

**GREAT PERFORMANCE SERIES** — Sponsored jointly by the Cultural Affairs Committee and the Holland Community Concert Association, the Great Performance Series brings a number of outstanding individuals and groups to campus for concerts. Last year's program included: pianist Alberto Reyes, Ballet West, the innovative musical "Jacques Brel is alive and well and living in Paris," medieval musicians Waverly Consort, Music by Three chamber concert, Canadian Opera Company, and the Indianapolis Symphony. Also open to Hope students at no cost are community concerts in nearby Muskegon and Benton Harbor.

**THEATRE PRODUCTIONS** — Four major productions are presented annually by the department of Theatre. These productions are usually faculty directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. Several one-act student-directed plays are also performed publicly each year.

**ART EXHIBITS** — Throughout the year a variety of outstanding exhibits are hung in the college's gallery in the De Witt Cultural Center and the Van Zoeren Library. The college also has a permanent collection which is on loan throughout the campus.

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**CONCERTS AND RECITALS** — More than eighty concerts and recitals are given annually through the Music department and its students and faculty. Musical groups on campus are open to all students and include the following:

**MUSIC CLASSES** — Private instruction is given in string, woodwind, brass, piano, organ, percussion, and voice in a program leading to the bachelor of arts degree in music or the bachelor of music degree in performance, vocal music education, or instrumental music education.

**HOPE CHAPEL CHOIR** — The Hope Chapel Choir has presented hundreds of concerts throughout the United States. In 1967, the Choir made its first European tour. On several occasions the Choir has sung at Radio City Music Hall's Easterdawn Service and, recently, appeared on a national radio program of Best Choirs in America. The Choir sang at a White House worship service in 1970.

**HOPE COLLEGE SYMPHONETTE** — An orchestra of thirty members selected by audition from the larger college orchestra. The Symphonette presents a series of concerts on campus during the school year, and takes an extensive



## *The Hope Community*



two-week tour each spring. In the sixteen years since its organization, the Symphonette has played over 250 concerts in thirty-five states.

**THE HOPE COLLEGE ORCHESTRA**—A symphonic organization of seventy-five members, the Orchestra presents its own series of concerts on campus and in other Michigan cities. Accompaniment of oratorios and the presentation of children's concerts are also a part of the orchestra's activities. Among the distinguished artists who have appeared with the Hope College Orchestra are William Warfield, Mischa Mischakoff, Sidney Harth, and Paul Doktor.

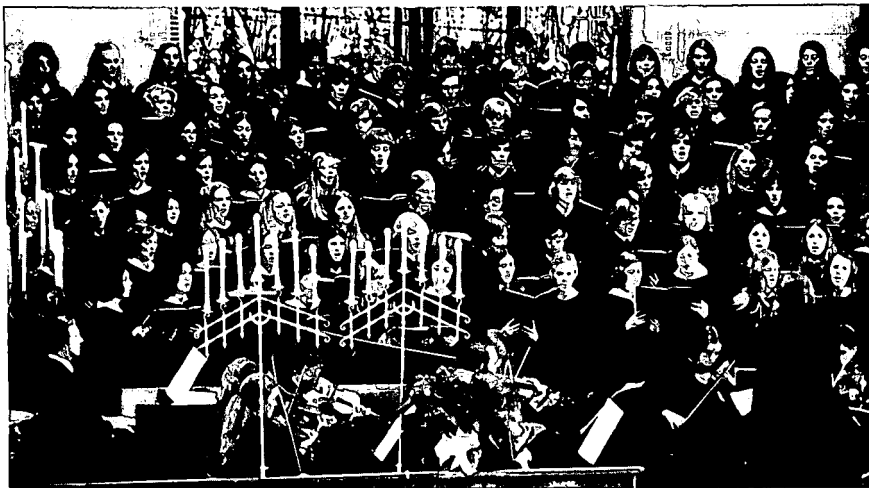
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**THE HOPE COLLEGE BAND**—The College Band offers the student an opportunity to play the best of band music in rehearsal and to perform in concert. It gives a series of formal and outdoor campus concerts and also performs out of town. Guest artists, as well as qualified students, appear as soloists.

**THE HOPE COLLEGE STAGE BAND**—A student organization which provides an opportunity to perform the standard literature or popular music, this band also provides laboratory situations for study of new music. Rehearsals are held weekly under faculty supervision. To be eligible, students must be members of either the College Band or the College Orchestra.

**THE COLLEGIUM MUSICUM**—Interested students and faculty members join in presenting many styles of older music, both popular and religious. Collegium programs include choral and solo singing, performances on the college's collection of antique instruments, and authentic dancing.

**HOPE SUMMER THEATRE**—The theatre department since 1972 has sponsored a summer theatre series in the DeWitt Cultural Center. The company includes Hope students, graduate students from major U.S. universities and residents of western Michigan. The 1974 season featured a repertory format and included productions of "The Music Man", "A Midsummer Night's Dream", and "A Man for All Seasons".



**THE COLLEGE CHORUS** — Open to all interested students, in Chorus is trained in choral literature and sings on special occasions. The presentation of a major choral work with orchestral accompaniment is an annual event.

**WOMEN'S CHOIR; MEN'S CHOIR** — Selected from the Chapel Choir, these groups train separately in programs of sacred and secular music.

**THE HOPE COLLEGE ORATORIO CHORUS** — Composed of members of the Chapel Choir, College Chorus, Men's and Women's Choirs, as well as of other musically interested Hope students and faculty, the Oratorio Chorus presents annually an oratorio. Recent major choral works produced have been Haydn's "The Creation," Faure's "Requiem," Brahms' "Requiem," Handel's "Messiah," Poulenc's "Gloria" and Durufle's "Requiem."

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**THE HOPE FACULTY ENSEMBLES** — The Hope College String Quartet, the Hope College Woodwind Quintet, and the Hope College Piano Trio are in-residence faculty groups which present a series of chamber music concerts in which other faculty members and visitors often participate as guest artists. The Hope College faculty ensembles also play for Young Audience Programs.

## **Social Life**

In the involvements that students have with organizations and social activities, a sense of community is fostered as they share in common experiences. Not only do such experiences put students in contact with others, but they also provide opportunities for students to develop their individual interests.

**SOCIAL ACTIVITIES** — The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus

## *The Hope Community*



nature. Included throughout the year are: a film series, bringing entertainment films to campus each weekend; dances; concerts; and traditional events, such as homecoming, parents weekend, winter carnival, and the frosh-soph competition of the Pull and Nykerk. The Pull pits a team of men from the freshman class against the sophomore team in a tug-of-war across the Black River, while the freshmen women compete against the sophomores in song, drama, and oration in the Nykerk Cup competition.

**FRATERNITIES AND SORORITIES** — Six fraternities and five sororities of a social nature, all local, exist on Hope's campus. Each of the sororities has a club room in one of the residence halls, while the fraternities each have a college-owned residence hall which serves as their living quarters and center of their activities. Approximately one-fourth of the student body belongs to one of these Greek organizations. The fraternities are governed by the Inter-fraternity Council, while the Pan Hellenic Board governs the sororities. Rush and pledging takes place in the spring semester.

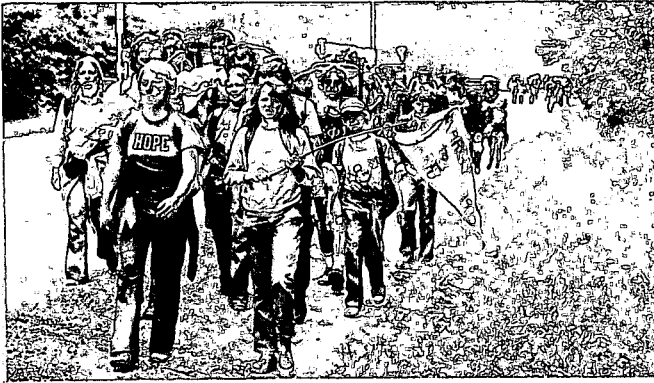
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In addition to the social fraternities and sororities noted above, Hope has a national service fraternity, Alpha Phi Omega, and a service sorority, Omega Phi, which sponsor service projects for the college and community. Membership is open to all students.

**ORGANIZATIONS** — A wide diversity of campus organizations allow Hope students to pursue their special interests and experience membership and leadership roles within the community setting. Students find that they can form clubs in any given area by joining with others of like interest. Some of those organizations active in the past year have been:

- The Agape Christian Fellowship
- American Chemical Society,  
Student affiliate
- Association of Women Students
- Black Coalition
- Campus Crusade
- Catholic World of Hope
- Forensics
- Geology

## *The Hope Community*



International Relations Club  
Math Club  
MIR (women's awareness)  
Music Educators National Conference  
Navigators  
Society of Physics Students  
Young Republicans  
Language Clubs

In addition to these, there are a wide variety of honor societies on campus which give students the opportunity to further investigate areas of their competence, including:

Phi Beta Kappa (national honorary scholastic)  
Mortar Board (national women's honorary)  
Alpha Epsilon Delta (pre-med, pre-dent)  
Beta Beta Beta (biology)  
Delta Omicron (music-women)  
Delta Phi Alpha (German)  
Eta Sigma Phi (classical languages)  
Lambda Iota Tau (literature)  
Phi Alpha Theta (history)  
Phi Mu Alpha Sinfonia (music-men)  
Pi Delta Phi (French)  
Pi Epsilon Delta (theatre)  
Pi Kappa Delta (forensics)  
Pi Mu Epsilon (math)  
Psi Chi (psychology)  
Sigma Delta Pi (Spanish)  
Sigma Xi (science)

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Hope students are also involved in the community in organizations such as Higher Horizons, a big brother-big sister program with children of the surrounding community, and the annual March-to-Hope, a week-long camping and hiking experience, pairing a college student with an under-privileged child from the community.

## *The Hope Community*

### **Intercollegiate Speech Activities**

Students interested in Speech have the opportunity to participate in the following activities:

- 1) Peace Extemporaneous Speaking Contests—State contests for both men and women.
- 2) Peace Oratorical Contest—Contests held on the State level for both men and women.
- 3) Public Address Festival—In this event a persuasion speech on a topic of one's own choice is delivered.
- 4) Debate—Open to all interested students. Debates are against other colleges and universities. Tournaments are also attended.
- 5) Discussion—Competition on an intercollegiate level for group participation in a problem solving situation.
- 6) Oral interpretation—Those interested have the opportunity to engage in interpretation festivals with students from other colleges and universities.

### **Athletic Life**

Participation in athletics, just like participation in the social, cultural, and religious life of the campus, is open to all members of the college community. Competition takes place on both the intercollegiate and intramural levels. Athletics on Hope's campus are viewed as opportunities for individual fulfill-



## *The Hope Community*

ment and enjoyment as well as the development of a team spirit and the enjoyment of the community.

**PURPOSES AND POLICIES**—The faculty has adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self discipline, and character development, and stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association and the Michigan Intercollegiate Athletic Association.

The faculty athletic committee advises on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes. All decisions of this committee are subject to review by the Academic Dean and the Faculty.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

Scholarships or grant-in-aid are available on the basis of financial need only.

**VARSITY ATHLETICS**—As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic teams have established a solid reputation for excellence and championship caliber. Gordon Brewer is the Director of Athletics; coaching staffs are listed below:

### **MEN'S COACHING STAFF**

Baseball—Jim Bultman  
Basketball—Russ De Vette  
Cross Country—Bill Vanderbilt  
Football—Ray Smith  
Golf—Ric Scott  
Soccer—Glen Van Wieren  
Tennis—Lawrence Green  
Track—Gordon Brewer  
Wrestling—George Kraft

### **WOMEN'S COACHING STAFF**

Archery—Sandy Parker  
Basketball—Cindi Bean  
Field Hockey—Cindi Bean  
Softball—Sandy Parker  
Tennis—Cindi Bean  
Volleyball—Sandy Parker

**INTRAMURAL ATHLETICS**—Intramural athletics are open to all members of the college community. Any grouping of students or faculty may form a team to enter competition. Competition in the following sports has been developed for men and women: archery, badminton, basketball, bike race, bowling, cross country run, frisbee throw, gymnastics, racketball, skiing, softball, swimming, table tennis, tennis, and volleyball. Men also may compete in boxing, golf, handball, indoor hockey, soccer, touch football, and track while women also compete in speedball.



## The Hope Community



### Campus Communications

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**ANCHOR** — The weekly newspaper, the *anchor*, relates student opinion to all campus issues and has been the focus of much attention in the past several years. Thorough coverage of the news, feature presentations, critiques and provocative editorials have all combined to make the *anchor* a paper worthy of receiving an All-American Honor Rating from the Associated Collegiate Press.

**OPUS** — This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The *Opus* Board reviews materials submitted to it for publication and publishes them on a regular basis. In addition *Opus* sponsors poetry reading sessions throughout the year, giving students and faculty a chance to read their works.

**MILESTONE** — As time and seasons change and pass, so does the face of a college community. To the end of preserving a yearly segment of this change the yearbook staff puts forth its time and energy to produce the *Milestone*. In the past years the combination of candid photography and pertinent literary

## *The Hope Community*

pictures has won for the *Milestone*, the Associate Collegiate Press' First Class Honor Rating. Participation in this publication is open to all Hope students.

**WTAS**—Located in the basement of Kollen Hall, WTAS, the college radio station, operates on a closed-circuit basis throughout the campus. Born as a physics experiment, WTAS is presently under the direction of the Department of Communication and serves as an important source of campus news, music and entertainment as well as a significant educational experience for those who participate.

### **Laboratories for Learning**

**LANGUAGE CLUBS**—Language clubs attempt to bring students studying a particular language together to help them develop fluency in conversation and ease in comprehension. Their meetings are designed to provide a richer understanding of the particular culture.

**LANGUAGE HOUSES**—Language houses are provided for those students who wish to live with other students studying the same language and wish to have the opportunity for extensive practice in the language.

**LANGUAGE TABLES**—Students interested in practicing French, German and Spanish meet once a week for supper in the dining hall.

### **Services for Students**

**FACULTY ADVISING PROGRAM**—Selecting courses for a semester, dropping and adding courses, consultation about choosing a major and determining professional and educational objectives can be a difficult but important task for any Hope College student. To assist the student in this task, each student is assigned an experienced faculty advisor. Usually, that advisor is assigned on the basis of the student's expressed academic interest. It is the function of each advisor to assist the student in selecting an appropriate schedule, to confer periodically with the student as to his academic progress, to offer counsel when the student is in academic difficulty, and to provide a source where academic questions may be answered.

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Initially, faculty advisors are assigned at the beginning of the freshman year and generally continue through the end of the sophomore year. Request for a change of advisor may be made to the office of the Associate Dean for Academic Affairs. By the end of his sophomore year, a student is expected to select a "major," that is a field of academic concentration. Upon approval of his application for a major by a department of the student's choice, he is re-assigned an advisor by the chairman of that department. Usually, this major advisor serves as the student's faculty advisor through the junior and senior years. A request for a change in advisor must be initiated with the chairman of the department in which the student majors.

The academic advising program is under the direction of the Associate Dean for Academic Affairs.

## *The Hope Community*



**STUDENT PERSONNEL SERVICES** — The Student Personnel Division provides special service and opportunities that assist students in the development process. It is also the purpose of the student Personnel Division to create an environment that fosters true community and which is supportive of the goals and objectives of Hope College. The student Personnel Division consists of subject development specialists functioning in the following areas, all under the supervision of the Vice President for Student Affairs.

**ASSOCIATE DEAN FOR STUDENT AFFAIRS** — Although the Associate Dean is primarily an administrator overseeing many of the student personnel functions, much of his time is spent working with students, and giving overall leadership to the residential life of the campus. Assisting the Associate Dean of Students in this endeavor is the:

**DIRECTOR OF STUDENT RESIDENCES** — The residential campus provides unlimited opportunities for student development. It serves as a catalyst for integrating the academic thrust of the college with the activities associated with residential life. The Director of Student Residences spends much of her time counseling with students and giving leadership to the residence hall staff which consists of Head Residents and Student Resident Assistants.

**THE CENTER FOR COUNSELING, CAREER PLANNING AND PLACEMENT** — The Center is an organization of specially trained people with particular knowledge of the development of college students.

Counseling is the process of assisting students in becoming self-directing, fully functioning human beings in our present day society. Two full-time professional counselors are available to talk to students about any personal, social, educational, or vocational problems that may arise and interfere with their goals while they are members of the College community.

In the area of Career Planning, the Center sponsors such activities as Career Night and career planning groups. A career library of occupational information is also maintained. Students can explore their occupational interests with the Center's counselors and learn self assessment techniques for future use.

## *The Hope Community*

Additional services provided by the Center are designed to assist students in job placement and information dissemination. The Director of Placement establishes permanent files of confidential credentials for those desiring this service and makes such information available to interested employers at the student's request. Arrangements are made for recruiters to visit our campus and interview students as prospective employees.

Personality and vocational interest tests are used with professional counseling as supportive tools in our program. Our commitment is to assist students in their personal growth from the time they enter Hope College until the time they have identified and transferred to appropriate environments for continued development after graduation.

**STUDENT HEALTH SERVICES**—Clinic care is offered to every enrolled student and staff member of Hope College. The Student Health Clinic is staffed by three full time registered nurses, and a team of six local physicians. An out-patient service is maintained in the clinic, with a doctor in residence weekly, for those students requiring regular physician's care for allergy shots, etc. Doctors on the staff see students in their offices. The Health Clinic Staff arranges for these appointments and provides the transportation to and from the doctor's offices. The staff is on call after 5:00 p.m. and on week-ends and may be contacted by calling the Physician's Exchange. The Holland City Hospital is only one and one-half miles from the college.

Clinic supplies such as crutches, canes, electric pads, ace bandages, slings, and-so-forth are loaned to the students free of charge. Students are responsible for their own medical expenses incurred through the use of physician's services and hospital care. Prescriptions and supplies, when possible, are issued at cost.



## *The Hope Community*



**CAMPUS LIFE OFFICE** — The Campus Life Office, located in the basement of Van Raalte Hall, encourages students' personal development through their involvement in non-curricular activities. The director works with the Social Activities Committee and other campus organizations to create an environment on campus in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.

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**CHAPLAIN'S OFFICE** — Students may wish to discuss particular problems and raise basic questions with Chaplain Hillegonds. The college years are the time when the young adult fashions his own view of the self and his life in the world. The Chaplain understands well the questions, conflicts and concerns that may face a Hope student, and he meets persons honestly, at their level. He stands ready to assist any student in clarifying his thinking on the essentials of the Christian faith and his role as a person in God's world.

**OFFICE OF FINANCIAL AID** — The Director of Student Aid has the responsibility of assisting students in procuring financial grants and loans. He is also the person responsible for the allocating of campus employment.

**ACADEMIC SKILLS CENTER** — This service is designed to help students improve in study skills, study-reading of textbooks, comprehension (understanding and remembering), reading rate, concentration, mechanics of writing (grammar, punctuation, spelling), organization in papers, footnoting and bibliography form, and preparation for and taking exams. At the Center an individualized program in skills improvement will be developed for the student on a regular schedule, or help will be provided on a one-time, drop-in basis when a particular problem or need arises. The Center is located on the lower floor, Room 12, of Van Zoeren Library.

## ADMISSION OF FRESHMEN

Students who demonstrate the desire and qualifications for completing a Hope College education coinciding with the aims and objectives of the college are admitted. Candidates for admission are encouraged to apply following the completion of their junior year in secondary school and, preferably, by early March of their senior year. Admission forms are available at secondary school guidance offices or can be obtained by writing the Admissions Office, Hope College, Holland, Michigan 49423.

To be considered for evaluation an applicant must submit four items:

- A. An application
- B. \$10 non-refundable application fee
- C. A copy of the student's latest transcript
- D. Test scores (either ACT or SAT). Normally the application is completed, a check or money order for \$10 is attached to the application and these are submitted to the guidance counselor for completion. The counselor will then complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office. If test scores are not included in the transcript, the applicant should request ACT or CEEB to send them to the Admissions Office.

Admission is selective. A thorough examination is made of the candidate's potential as indicated by the scope and quality of his secondary school record, the results of the standardized tests, the guidance counselor's report, leadership qualities, interests, and educational goals. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available. The applicant can expect an early decision on his application when all information is available for evaluation.

### Secondary School Preparation

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In general, applicants are expected to satisfactorily complete a college preparatory course in an accredited secondary school. Sixteen units are required and should include: 4 units of English; 2 units of Mathematics; 2 units of a foreign language; 2 units of History and the Social sciences; and 1 unit of a laboratory science. Students whose secondary school program does not follow the above pattern will be given careful consideration if there is evidence of intellectual ability and seriousness of purpose.

### Entrance Examination

To aid in admission and counseling, all Freshman applicants must take an entrance examination. Score reports from either the College Entrance Examination Board Scholastic Aptitude Test or the American College Testing Program are accepted. Bulletins of information and applications for these tests are available at high school counseling offices or by writing to: the College Entrance Examination Board, Box 592, Princeton, N.J. 08540 or the American College Testing Program, P.O. Box 414, Iowa City, Ia. 52240. Each

## *Admission*

applicant for admission is responsible for making proper applications to take the tests and having the scores sent to Hope College. The recommended time to take either test is the spring of the junior year or fall or winter of the senior year. The CEEB Achievement Tests are helpful, but not required, for admission.

### **Trial Sessions**

#### **S.T.E.P. Program (Summer Trial and Evaluation Program)**

The FOCUS program, similar to STEP, seeks to assist the underachieving high school graduate to successfully complete his freshman year of college. Participants are selected in the same way as STEP and will be admitted on a probationary basis their first semester at Hope. The FOCUS student will take a reduced academic load in the first semester, enroll in a special freshman English course, enroll with other students in the introductory psychology course and in a beginning math course, and will elect one other freshman level course of their own choosing (12-13 hours of credit all together). In addition, we will make available to participants all other resources of the college from the Academic Skills Center, the Counseling Center, and tutorial help. Special attention will be given to personal adjustment and growth.

#### **F.O.C.U.S. Program (Fall Opportunity to Continue Upward Scholastically)**

FOCUS is similar to STEP in many ways and will be designed to accomplish the same goals. Participants will be selected in the same way. They will be admitted on a probationary basis their first semester at Hope and will take a reduced academic load for that semester. They will be together in a section of the regular freshman English course, enroll with other students in the introductory psychology course and in a beginning math course, and will elect one other freshman level course of their own choosing (12-13 hours of credit all together). In addition, we will make available to participants all other resources of the college from the Academic Skills Center, the Counseling Center, and tutorial help. Special attention will be given to personal adjustment and growth.

Successful completion of the FOCUS semester will result in the student being regularly admitted to a degree program at Hope beginning with his second semester.

### **College Credit by Examination:**

The Hope College faculty believe that a student should pursue his studies at his established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. Below are listed the examinations available to Hope students.

**ADVANCED PLACEMENT PROGRAM (APP)**—Entering freshmen who complete college-level courses in secondary school and attempt the corresponding College Entrance Examination Board (CEEB) advanced placement examinations in May are urged to have the results sent to Hope. Those earning a grade of 4 or 5 on the exam are assured of receiving appropriate college credit and/or placement. An exam with a grade of 3 will be evaluated by the respective department which will determine if credit and/or placement is to be granted.

**COLLEGE LEVEL EXAMINATION PROGRAM (CLEP)**—Hope will grant credit for the subject examinations (excluding those in medical technology and those not approved by individual departments) of the CEEB's CLEP tests. Credit will not, however, be granted for the CLEP general examinations. Credit for the CLEP subject examinations will be awarded for scores which will meet the guidelines established by CEEB in its national norming procedures. If available, essay questions should be submitted for local review. The subject exams are equated, where possible, to existing Hope courses and can be used to partially fulfill Hope's general college requirements. Hope has been approved as a CLEP Limited Test Center. To make arrangements to take the CLEP subject examinations or general examinations on Hope's campus or to obtain further information about minimum scores acceptable at Hope, contact the Registrar.

**HOPE DEPARTMENTAL EXAMINATIONS**—Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken by special arrangement with the Department Chairman and the Registrar. These tests, however, should not be confused with placement tests in the foreign languages and mathematics, (which are administered to determine placement of students in appropriate levels of college courses) or the reading tests designed to detect reading deficiencies.

For further information about credit by examination, contact the Admissions Office. Further regulations applying to credit by examination are stated on page 81 of this *Catalog*.

## Interviews and Campus Visits

While personal interviews are not required, they are welcomed and encouraged for all prospective students and applicants. Admissions officers are available for interviews from 9-11:30 a.m. and 1-4:30 p.m. Monday through Friday, and 10:00-12:00 noon on Saturdays (except holiday weekends). During June, July, and August. Saturday interviews are conducted by appointment only.

Prospective students and their parents desiring a interview should write or call the Office of Admissions at least one week in advance. During the academic year, a student-guided tour to the campus can be provided those who schedule interviews in advance. Those arriving at Grand Rapids airport may arrange transportation to Hope College through the Admissions Office at a cost of \$5.00 each way or a total of \$10.00 round trip. Please notify the Admissions Office of your transportation needs prior to arriving at the airport.



## *Admission*

"Senior Days" are held several times throughout the year and provide high school seniors an opportunity to experience a day on campus by attending classes, eating in the cafeteria, meeting with faculty, students, and administrators, and visiting dormitories. Interested students can contact their guidance offices or the Hope College Admissions Office for specific dates.

## **Planning the Freshman Year**

Since students coming to Hope College differ in ability, motivation, tastes and aspiration, no one academic program will serve their diverse needs. While there is considerable flexibility in a student's curriculum, the freshman year is a critical time in the student's academic program, and it is essential that the student take great care in developing an academic curriculum that is consonant with his goals and abilities. The faculty advising program is designed to assist each student and each freshman is expected to consult his or her advisor in the selection of courses. However, some academic structure is necessary for the beginning student to insure that he or she acquires those learning experiences and skills that will undergird his or her entire collegiate career.

During the first year most freshmen enroll in the following courses:

### **Philosophy 113**

This course seeks to introduce the freshman to the purposes and goals of a liberal arts education.

### **English 113**

This course seeks to insure that one's communication skills, especially writing skills, in handling ideas are sufficient for successful collegiate work.

### **Foreign Language and Cultural Studies**

Since Foreign Language and Cultural Studies is a requirement for graduation (see p. 71), students should consider taking the appropriate courses during the freshman year.

### **Natural Sciences**

Students planning to major in one of the natural sciences should begin their study of science in the freshman year. For most, the first semester program consists of an appropriate course in mathematics, Chemistry 111, and Physics 121.

## **ADMISSION OF TRANSFER STUDENTS**

Hope College welcomes applications from students who have completed academic courses at other accredited institutions. To complete the process of evaluation the student must submit four items:

- A. An application
- B. \$10 non-refundable application fee
- C. A copy of the student's latest transcript

- D. A copy of the student's secondary school transcript. The student will attach the \$10 application fee to the completed application and these are given to the Dean of the institution from which the student is transferring. The Dean will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office, Hope College, Holland, Michigan 49423. The student should make arrangements with his secondary school to have a copy of his secondary transcript and the results of entrance examinations (usually SAT or ACT) forwarded to the Admissions Office at Hope College. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

## **Transfer of Credit**

The standard for the acceptance of credit toward Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Dean of Academic Affairs at the time of the student's application for admission.

A maximum of 65 semester hours of credit may be transferred from a junior college. Upon admission the Registrar will review the transcript of each applicant and will prepare a tentative evaluation for transferring credits. This will be sent to the applicant as soon as possible to provide a means for accurately planning the first year at Hope. Transcripts are evaluated on a course-by-course basis. Credit with a "D" grade will transfer only if the student has earned a cumulative grade point average of 2.0 or better at the institution from which he is transferring. A student transferring to Hope transfers only the credit earned but does not transfer grades and honor points. The grade point earned at Hope College is that which is provided the student upon graduation. Generally, courses taken in a liberal arts curriculum are readily transferrable and Hope College has subscribed to the Michigan Association of Collegiate Registrars and Admissions Officers recent articulation agreement that accepts most college work with very few exceptions.

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Various majors and disciplines within the college may have specific requirements for graduation and unique opportunities which a transfer student may want to pursue once arriving. Those planning to transfer to Hope are urged to contact the chairman of any department in which the student is considering a major in order to identify all the opportunities available and to be sure of registration in the correct courses.

## **Academic Records of Transfer Students**

The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: A) Admittance and

## *Admission*

class standing (freshman-senior), B) Determining academic probation or good class standing, C) Determination of the satisfactory completion of required courses.

For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

## **ADMISSION OF FOREIGN STUDENTS**

Foreign students who wish to study at Hope College should make application before February 1 of the year in which they wish to enter college. To complete the process of the application the student must submit five items:

- A. An application
- B. \$10 non-refundable application fee
- C. A copy of the student's secondary school transcript
- D. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English proficiency test)
- E. The Declaration and Certification of Finances (available from Hope College or the College Scholarship Service)

For evaluation the student should complete all items on the application, attach the \$10 application fee and give this to the principal where currently enrolled. The principal will complete his section of the application and forward it, along with the application fee and a copy of the student's latest transcript, to the Admissions Office, Hope College, Holland, Michigan 49423. The student should arrange with the principal of his institution, or with other officers, for assuring the receipt of the TOEFL score and the Declaration and Certification of Finances. For a bulletin of information on TOEFL, write: TOEFL, Educational Testing Service, Princeton, N.J. 08540, U.S.A. Copies of the Declaration and Certification of Finances can be secured by writing directly to Hope College, Office of Financial Aid, Holland, Michigan 49423, U.S.A. Occasionally additional information will be requested to aid in making a decision in which case the student will be notified of the need for such information and the decision delayed until the information is available.

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## **READMISSION**

Students who have withdrawn from the college are not automatically readmitted. An application for readmission must be obtained from the Registrar's Office. It should be completed and returned to the Registrar at least one week prior to registration.

## **SUMMER SESSIONS**

Hope offers a variety of campus summer sessions: the three-week May Term, the three-week June Term, and a six-week Summer Session. Admission to any of the summer sessions is granted to any qualified candidate but this admission does not imply admission to Hope as a degree candidate. Applications for Single-Term Admission are available by writing to the Admissions Office.

## SPECIAL OR PART-TIME STUDENTS

Persons interested in enrolling in Hope College on a part-time, non-degree basis, that is taking less than four courses, need not complete the formal application for admission. A briefer form is available from the Admissions Office which can be completed by the student and mailed directly to the Admissions Office, Hope College, Holland, Michigan 49423. For this status no transcript or application fee is required. Full college credit is granted for students who pay the regular fees and enroll as a special student, and credit earned as a special student is transferrable to other colleges. The student is not, however, admitted to a degree program. Enrollment as a degree student would require the normal application procedure outlined above. Those wishing to audit courses may follow the same procedure as a special student and will pay a lesser fee, however, credit is not granted under the audit privilege, although the audited course will be recorded on the student's transcript.

## COLLEGE REGULATIONS

Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better reflect the desires, goals and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

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In this context, the college community has established certain standards that go beyond those established by civil authority: The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions. As a residential college, Hope College expects all students to live and board within the college residence system. Exceptions to this expectation are made for single students when enrollment exceeds the capacity of the college housing facilities, for married students, and for those students who reside with their parents within commuting distance to the college.

The *Student Handbook* is prepared annually and contains discussion of the all-college rules and regulations that govern community life at Hope College. It is available through the Office of the Dean of Students.

## FINANCIAL AID TO STUDENTS

Through the money that the college receives from gifts and the endowment fund, a sizeable part of the cost of every student's education at Hope College is underwritten. Every student attending Hope College, in effect then, receives an educational grant. However, the main burden of responsibility for financing a college education rests with the student and his family. Recognizing the gap between the cost of a good college education and the ability of some students and their families to meet the regular college fees, Hope College has established a three-fold student-aid program. Through this program the college seeks to enable worthy students, those of serious purpose who wish to secure an education at Hope College, to do so. The program includes scholarships, grants-in-aid, loans, and part-time employment.

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to forward to the college a copy of the Parents' Confidential Statement which is part of the College Scholarship Service. New students, that is, students applying for entrance into Hope College, should address all inquiries concerning financial aid to the Office of Financial Aid. The Parents' Confidential Statement should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning financial assistance to the Director of Financial Aid. A renewal form of the Parents' Confidential Statement must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

**THE COLLEGE SCHOLARSHIP SERVICE** — More than seven hundred colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes a Parents' Confidential Statement which is to be filled out by parents of students requesting financial aid consideration. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

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The Parents' Confidential Statements are distributed through the secondary schools. Copies may also be obtained by writing directly to the College Scholarship Service either at Box 176, Princeton, New Jersey 08540; Box 1025, Berkeley, California 94701; or Box 881, Evanston, Illinois 60204, whichever office is nearer. When completed by parents and students, the statement should be returned to the service center and not sent to the college. For new incoming students, the deadline for filing the Parents' Confidential Statement is March 1; for returning students the deadline is May 1. The College Scholarship Service will evaluate and forward the Parents' Confidential Statement to the college(s) named on the blank.

## HOPE COLLEGE AID

### Gift Aid Programs

**PRESIDENTIAL SCHOLARSHIPS**—Each year from applications for admission to Hope College, 20 freshmen are invited to become the Presidential Scholars in their class. These students have superior records of academic achievement.

## *Financial Aid to Students*

marked intellectual interests, and demonstrated leadership abilities. Where there is financial need, this designation carries a scholarship up to full tuition. Presidential Scholars who do not have financial need are awarded an annual scholarship of \$200. For their freshman year the Presidential Scholars also receive a \$50 book prize, in the form of credit at the college book store for the purchase of any books, other than textbooks. Winners receiving other state or national competitive scholarship grants meeting their full need will receive a \$100 honor award.

There is no application for a Presidential Scholarship. All qualified students accepted for admission by February 1, receive consideration by the selection committee. Winners are notified by mid-March. Further details are described under *Programs for Talented Students* on pages 83-84.

**NATIONAL MERIT SCHOLARSHIPS**—Hope annually sponsors six (6) scholarships through the National Merit Scholarship Program. Consideration is limited to Merit Semifinalists who inform the National Merit Scholarship Corporation that Hope is their first-choice college. Annual stipends (\$250-\$1500) depend upon individual need as determined by the Merit Corporation. Hope Merit Scholars are included in all Presidential Scholar activities.

**HOPE COLLEGE GENERAL SCHOLARSHIPS**—A number of scholarships are granted by Hope College to applicants who give evidence of superior ability, better than average academic achievement, demonstrated leadership, and financial need. These scholarships are renewable annually provided a 3.0 (B) average is maintained and financial need is established on a new financial statement. A new PCS must be filed by May 1 each year to establish the level of need.

**HOPE COLLEGE GRANTS-IN-AID**—Some limited funds are available to aid students who do not meet the scholastic requirements for scholarship awards but who for other reasons, chiefly financial need and leadership qualities, are considered worthy of financial assistance. These grants are for one year. The Parents' Confidential Statement for renewal of these grants must be submitted to the College Scholarship Service by May 1 to be considered for the subsequent year.

**DESIGNATED HOPE COLLEGE SCHOLARSHIPS AND GRANTS**—Each year a number of the scholarships awarded are sponsored by gifts to the college. Without the generous support of these friends of the college, Hope would not be able to offer the great number of scholarships it does. No special application is necessary since all applicants will be automatically considered for any scholarship they may be eligible for.

### **General Scholarships**

**MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS\***—Four \$500 awards available to selected students of high ability and dedication to life

\*Scholarships for which freshmen are considered.

## *Financial Aid to Students*

purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: The Herman Halstead, the Earnest Shay, and the Martin Sommer Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry.

**THE DE WITT FOUNDATION SCHOLARSHIPS**—Awards of \$400 to be used as scholarship aid for students who are the children of employees of the De Witt Industries and subsidiaries as designated by the donor. The grant will continue for four years contingent upon good academic performance.

**ALVIN M. BENTLEY FOUNDATION SCHOLARSHIP\***—An award of \$750 to an academically superior and financially needy freshman student who is a graduate of a Michigan high school.

**CLARENCE P. DAME SCHOLARSHIP FUND**—A sum of \$500 for grants to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo.

**BOARD OF BENEVOLENCE SCHOLARSHIPS**—The Board of Benevolence, Reformed Church in America, was organized to assist young men and women in preparation for definite Christian work in the Reformed Church in America. Those interested should write for information on available scholarships, to the Secretary of the Board of Benevolence, in care of Hope College, Holland, Michigan.

## **Funded Scholarships**

- 52 **THE GENEVA FUND**—A fund established to promote international understanding and world peace. Part of the Hope—Geneva Book Store income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

**GEORGE F. BAKER SCHOLARSHIPS**—Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

**DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP**—A fund to provide an annual \$500 scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduation ceremonies.

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\*Scholarships for which freshmen are considered.

## *Financial Aid to Students*

**THE GEORGE STEININGER SCHOLARSHIP**—Awards to needy and worthy juniors and seniors. Established by Della B. Steinger and her children, George Steinger and Helen S. Stults, in memory of the Reverend George Steinger, Class of 1916.

**CHRIS BECKER MEMORIAL SCHOLARSHIP**—A \$500 award to a graduating senior from Zeeland High School who demonstrates financial need.

**ANNE VENNEMA SCHOLARSHIP**—A fund to provide scholarship aid for worthy students.

**MAX J. AND FLORENCE V. REESE SCHOLARSHIP**—A fund to provide scholarship aid to students with preference given to those interested in or enrolled in pre-medical programs; or, interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 gradepoint average.

**ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP**—A fund established by Adelaide and Geraldine Dykhuizen in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students with preference given to students interested in pursuing a pre-medical program at Hope College.

**PAUL GERDING BAST MEMORIAL SCHOLARSHIP**—A fund to provide scholarship aid to students whose talents and character mark them for leadership of significance in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum gradepoint average is required.

**G. JOHN VAN ZOEREN SCHOLARSHIP**—A fund to provide scholarship aid for worthy students.

**GEORGE AND ANNA DALMAN SCHOLARSHIP**—A fund to provide scholarship aid for worthy students.

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**JOHN H. RUMPH SCHOLARSHIP**—A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

**FRANCES H. VAN ZANDT SCHOLARSHIP**—A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

**KATHRYN VAN GROUW SCHOLARSHIP**—A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

**JOHN L. HOLLANDER SCHOLARSHIPS**—A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

**ESTELLE BROWNING McLEAN SCHOLARSHIPS**—A fund to provide scholarship aid for worthy students. Established by C. M. McLean, former member of the Hope College Board of Trustees.



## *Financial Aid to Students*

**MARY BUSSING SCHOLARSHIPS**—A fund from the estate of Miss Mary Bussing to provide scholarship aid for students of ability, leadership, and educational purpose.

**JOHNSON-HENRICH SCHOLARSHIPS**—A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

**EMERSONIAN MEMORIAL SCHOLARSHIP**—A fund to provide scholarship aid to needy students of high moral character and Christian commitment. Established by the Emersonian Alumni of Hope College.

**FORD MOTOR COMPANY SCHOLARSHIPS FUND**—A fund to provide scholarships for worthy students.

**I. MULLER SCHOLARSHIP FUND**—A fund to provide scholarships for worthy students.

**HENRY A. & CAROLYN CHRISTIAN SCHOLARSHIP FUND**—A fund to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology or teaching.

**WIETSCHE & NELLIE MIDDLEBUSH SCHOLARSHIP FUND**—A fund to provide scholarship aid to a student with high character, financial need and scholarship.

**FRATERNAL ALUMNI SCHOLARSHIP**—A fund to provide scholarship aid for worthy students.

**AGNES ROSS SCHOLARSHIPS**—A fund to provide scholarship aid for worthy students.

54 **WALTER F. BANK ENDOWMENT FUND**—A fund to provide scholarship aid for deserving students.

**THE WILLIAM J. WESTVEER SCHOLARSHIP FUND**—A fund to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

**HAROLD A. SYKES MEMORIAL SCHOLARSHIP**—A fund to provide scholarship for deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N. Y.

**THE FRED MULDER GRANT**—A fund to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

**ELISABETH VANDERLUGT MEMORIAL FUND**—A fund to provide a scholarship for a worthy student whose heritage and interest relate to our historic Reformed Church tradition.

**LIVING LIFE AID FUND**—A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given

## *Financial Aid to Students*

to "attending" members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

**WOMEN'S LEAGUE SCHOLARSHIP FUND**—A fund to provide scholarships for needy students from the Reformed Church in America

**APIANUS SCHOLARSHIP**—A fund to provide a scholarship to a deserving Senior student who has achieved academic excellence. The scholarship is named after a great German Scientist in the 15th Century.

**ARKELL HALL SCHOLARSHIP FUND**—A fund to provide scholarship aid for worthy students.

**PAUL E. HINKAMP MEMORIAL SCHOLARSHIP FUND**—A fund in memory of Paul E. Hinkamp, distinguished professor at Hope College, to provide Presidential Scholarships for academically gifted students with leadership potential.

**HERMAN A. KRUIZENGA SCHOLARSHIP FUND**—A fund to provide scholarship aid for needy students that show evidence of strong Christian convictions. Preference given to minority group members and students preparing for one of the service professions.

**KEN QUIST MEMORIAL SCHOLARSHIP FUND**—A fund to provide scholarship aid for worthy students.

**MR. & MRS. HOWARD MILLER SCHOLARSHIP FUND**—A fund to provide scholarship aid for worthy students.

**AMOS & RUTH FOY SCHOLARSHIP FUND**—A fund to provide scholarship aid for worthy students.

**THE JAMES T. VENEKLASSEN SCHOLARSHIP**—This scholarship is awarded annually to a student who demonstrated excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklasen in loving memory of her husband, James T. Veneklasen.

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**THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND**—Established in memory of Esther M. Snow, member of the Hope College faculty 1937-1965, whose enthusiasm for music, German and Vienna served as an inspiration for many generations of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European Culture. Recipients will be selected by a designated faculty committee representing music, German and international education.

## **Special Departmental Scholarships** **Art**

**THE HOLLAND COUNCIL FOR THE ARTS SCHOLARSHIP**—A cash award of \$300 will be given to a promising major in the Art Department. The

## *Financial Aid to Students*

Holland Council for the Arts is founded for the purpose of sponsoring and encouraging cultural and educational activities in the Holland and surrounding areas. Deadline for applications for this scholarship is May 15th.

**THE STANLEY HARRINGTON ART SCHOLARSHIP**—Awarded to a promising major in the Art Department, approximately \$100 intended for the Purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

**HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP**—A fund to provide an annual \$1,000 scholarship to assist a HOPE student majoring in Art. The award is made to a student with a particular interest in Early American art.

## **Chemistry**

Several corporations and foundations have granted funds to be used as summer research fellowship for students who will make chemistry their profession. Awards are made on the basis of ability. Interested students should consult the chairman of the Chemistry Department.

**RESEARCH ASSISTANTSHIPS**—A number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

## **Education**

**MARGUERITE E. KINKEMA MEMORIAL FUND**—A financial resource administered by the Education Department and used for the development of personnel and programs in the field of special education.

**THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND**—Promotes and fosters creative programs and projects that will further the excellence of the entire educational system of the Holland community. It makes possible such projects as seminars on new ideas in education, pilot programs in foreign language instruction, enrichment seminars for interested high school seniors and encouragement of student projects in specific areas.

## **Languages**

**LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN**—A cash award to the Senior German Major whose interest and achievement in the German language and literature has been most significant.

**FRENCH SCHOLARSHIP-ASSISTANTSHIP**—Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

## *Financial Aid to Students*

**GERMAN SCHOLARSHIP-ASSISTANTSHIP**—Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

**SPANISH SCHOLARSHIP-ASSISTANTSHIP**—Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

## **Music**

**MABEL R. NIENHUIS MEMORIAL FUND**—An endowment fund established in memory of Mabel R. Nienhuis to provide annual support for the Music Department.

**FRESHMAN MUSIC AWARDS**—Given each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Awards are awarded on the basis of an audition by means of a tape recording. Audition tapes must be submitted by March 1. Additional information can be secured by writing to the head of the Music Department.

**GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE**—Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship under the following conditions:

- a. He has been in residence at Hope College for one year.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

**MABEL NIENHUIS AWARD IN APPLIED MUSIC**—An award in applied music given to three music majors, who at the close of their Freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice and instrumental music to be used for the applied music fees during the sophomore year.

**CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN**—Awarded to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

**SCHOLARSHIP IN PIANO**—An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

**SCHOLARSHIP IN INSTRUMENTS**—An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voices.

## *Financial Aid to Students*

### **Physics**

Often summer stipends are available for students to do research with a faculty member.

### **Psychology**

**CHRISTOPHER JAMES STRINGER MEMORIAL AWARD**—An award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

### **Religion**

**RELIGION SCHOLARSHIP AND ENDOWMENT FUND**—A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

**CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND**—A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion department.

### **Hope College Educational Loans**

**THE HENRY STRONG EDUCATIONAL FOUNDATION** provides funds to undergraduate Juniors and Seniors. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.

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**THE JOHN DYKEMA LOAN FUND**—This student loan fund is designed for students who demonstrate excessive need and who may be forced to discontinue their studies without the use of such funds. Grades are not to be a determining factor in awarding these loans. Established by Susan M. Dykema.

**THE BING CROSBY LOAN FUND**—This is a loan program established by the Trustees of the Bing Crosby Youth Fund, for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.

**THE FLOYD LONG LOAN FUND**—This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.

**JANET ALBERS YONKMAN LOAN FUND**—This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.

## *Financial Aid to Students*

**SKILLMAN LOAN**—This fund created by the Skillman Foundation for deserving students in need of loan assistance.

**NOYES LOAN**—This fund created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.

**MARY VANKAMPEN MEMORIAL LOAN FUND**—This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.

## **Hope College Campus Employment**

Limited opportunities for part-time employment on campus and in the community exist for students who need to be partially self-supporting while at college. The Financial Aids Office seeks to locate and assign part-time jobs to students most in need of self-help. It cannot, however, guarantee job assignments to all students applying.



## *Financial Aid to Students*

Specific job commitments are made in late summer to students who earlier had been promised Campus Employment. The current hourly pay rate is \$1.62. The amount awarded is for the entire year, approximately one half of which can be earned each semester. Since the student is paid directly each month on the basis of hours worked, the estimated dollar value is not credited to the student's account at the beginning of the semester. *Renewal:* Those who are recommended by their supervisors and who continue to demonstrate financial need. A renewal employment application must be submitted each spring. Some campus employment is partially funded through the Federal College Work-Study Program.

Students needing employment for a particular school year should file applications on the available Student Employment Application Forms. Returning students can obtain these from the Office of Financial Aid. New students should submit inquiries to the Director of Financial Aid.

The college recommends that a student whose academic record falls below a C average in a given semester should refrain from part-time employment until his academic record is C average or higher. If he must carry a considerable work program along with his studies, he is advised to reduce his academic load.

## **Federal Financial Aid**

**NATIONAL DIRECT (DEFENSE) STUDENT LOAN**—Range: \$100-\$1,000. This federal loan program is limited to permanent residents of the United States, who demonstrate financial need. No interest accrues nor is repayment required while the student carries at least a half-time academic load at any institution of higher education. Repayment is required within a 10 year period following the termination of student status. The interest rate is a simple annual 3% on the unpaid balance. Students who enter the teaching profession may receive partial or entire cancellations of principal and interest. Partial cancellations are also available for military service. *Renewal:* Continued financial need and adequate federal funding.

**SUPPLEMENTAL EDUCATION OPPORTUNITY GRANT**—Range: \$200-\$1,000. S.E.O.G.'s are awarded to students who demonstrate excessive need, based upon family income and the expected contribution by the parents to the student's educational expenses. This program is funded by the federal government and the grants need not be repaid. *Renewal:* Continued financial need according to federal guidelines providing adequate federal funding continues.

**BASIC EDUCATIONAL OPPORTUNITY GRANT**—This federal grant program was created by the Educational Amendment of 1972 and began in 1973-74. Only 1974-75 Freshman and Sophomores are eligible for grant consideration in 1974-75. Limited federal appropriations will mean that maximum grants will be approximately \$900. A separate application is required and may be picked up at high schools, colleges and post offices. The grant is based on financial need and current regulations limit the funds to students with exceptional need. *Renewal:* A renewal application is required each year. Continued financial need based on federal regulations must be demonstrated.

## *Financial Aid to Students*

**COLLEGE WORK-STUDY**—The College Work-Study Program was created as a part of the Economic Opportunity Act of 1964. Federal funds are used to subsidize part of each eligible student's salary. Eligibility is based on financial need as determined from the financial statement. Priority is given to students with exceptional need.

**GUARANTEED STUDENT LOAN**—This is a federally insured loan program available in all states. In most cases a state agency is the guarantee agent. Students must make application to their hometown bank and materials are available there. The maximum loan is \$2,500 (although many states limit loans to \$1,500) and the interest rate is 7%. If a student meets the interest subsidy requirement by establishing need on a financial statement, the state agency pays the interest while the student is in school. Payment on the principal is deferred until graduation. See your bank for more detail and application materials.

### **State Aid**

Nearly one-half of the states now have scholarship or grant programs, but most states do not allow funds to be used out of their state. New Jersey and Pennsylvania are exceptions.

**MICHIGAN TUITION GRANTS**—Gift aid is available to Michigan residents attending private colleges in the state full time. The maximum award is \$1,200 per year and is based on financial need only. No examination is required. Application is made directly to the State. See your counselor for more details.

**MICHIGAN COMPETITIVE SCHOLARSHIPS**—Gift aid is available to Michigan residents attending either private or public colleges in the state full-time. A qualifying score must be achieved on the Competitive Test and financial need must be established. The maximum award is \$1,200 per year (or full tuition at public colleges) and application materials are sent by the State to qualifying students. See your counselor for test dates and additional information.

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**Special Note:** Students are not eligible to receive both Michigan Tuition Grants and Michigan Competitive Scholarships.



## STUDENT EXPENSES

### ACADEMIC YEAR 1974-75

#### GENERAL FEES:

Tuition	\$2,135.00
Board <sup>1</sup>	630.00
Room <sup>2</sup>	470.00
Activity Fee	75.00
	\$3,310.00

**Laboratory Fees:** Certain science, art, theatre, language, and physical education courses require payment of modest laboratory fees to cover costs for special materials and activities provided during course instruction. These fees range from \$5 to \$35 per course.

#### Applied Music <sup>3</sup>

Organ, Piano, Voice or Instrument—one thirty minute lesson a week for one semester . . . . . 2 hrs. credit	\$ 50.00
A forty-five minute lesson a week for one semester . . . . . 3 hrs. credit	75.00
Class instruction <sup>3</sup> in Voice, Piano, or Instrument for one semester	25.00

#### SPECIAL FEES:

Application (paid by each student upon application for admission)	\$ 10.00
Late Registration	25.00
Diploma	16.00
Enrollment Deposit (\$50.00 applied against general fees, \$50.00 used as a deposit refundable upon graduation or withdrawal)	100.00
Tuition above normal 16-hour load (per credit hour)	40.00
Tuition below 12 hour load (per credit hour)	67.00
Linen Service for one semester <sup>4</sup> (optional)	16.00

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**BILLS**—All bills are due and payable in advance of registration for each semester.

<sup>1</sup>The college has the right to increase the tuition, room and board fees at any time it finds it necessary to do so.

<sup>2</sup>All rooms in college housing are contracted for the college year.

<sup>3</sup>Fees for Applied Music and Class Instruction are in addition to the normal credit hour charge. However, if a student is enrolled in over sixteen credit hours of instruction including Applied Music, he will not be charged additional tuition for the hours over sixteen.

<sup>4</sup>Linen service is optional and can be contracted for both semesters at \$30.00.

## *Student Expenses*

**REFUNDS**—Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM CHARGES** are not refundable. No portion of a student's room rental will be refunded if the student leaves after he has registered for the semester.
2. **BOARD REFUNDS** for students withdrawing from college will be pro-rated. Those students who desire to change boarding plans once they have registered for a semester must have authorization from the Dean of Students.
3. **TUITION REFUNDS** for students who withdraw from college, are suspended, or adjust schedules during the course of the semester will be computed from the beginning of the week of registration as follows:

### **FALL SEMESTER 1974—**

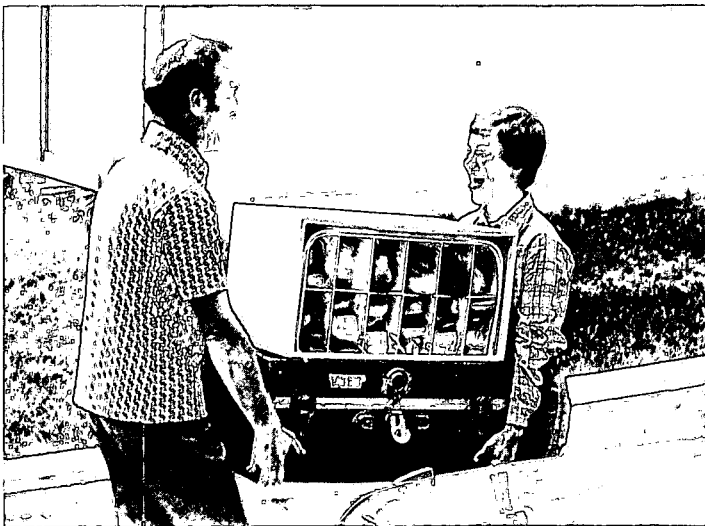
Aug. 28, 1974 through Sept. 8, 1974  
Sept. 9, 1974 through Sept. 15, 1974  
Sept. 16, 1974 through Sept. 22, 1974  
Sept. 23, 1974 through Sept. 29, 1974  
After Sept. 29, 1974

80% Tuition will be refunded  
60% Tuition will be refunded  
40% Tuition will be refunded  
20% Tuition will be refunded  
NO REFUND

### **SPRING SEMESTER 1975—**

Jan. 13, 1975 through Jan. 19, 1975  
Jan. 20, 1975 through Jan. 26, 1975  
Jan. 27, 1975 through Feb. 2, 1975  
Feb. 3, 1975 through Feb. 9, 1975  
After Feb. 9, 1975

80% Tuition will be refunded  
60% Tuition will be refunded  
40% Tuition will be refunded  
20% Tuition will be refunded  
NO REFUND



## THE DEGREE PROGRAM<sup>1</sup>

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts or Bachelor of Music degree. Although students enter college from secondary schools with a wide variation in background and education, the first responsibility of the college is to provide for each student a broad base of experience in the various fields of human activity which will enlarge his understanding of the world in which he lives, help him in disciplining his mind, and assist him in acquiring a vital Christian philosophy. The basic courses that are required of every student aim at these objectives and are designed, therefore, to help him acquire the knowledge, skills and attitudes essential for carrying out the common responsibilities of Christian world citizenship. The field of concentration requirement also aims at these broad, liberalizing ends.

The second responsibility of the college is to help prepare each student to take his place, as a contributing member of society, either in a chosen vocation or profession or in a professional or graduate school in which he may continue his specialized training for a career. The requirement of a major, or field of concentration, aims partially at fulfilling this need. In several areas, professional sequences also contribute to this objective. Finally, the basic course requirements aim at developing competencies which are important for most special vocations.

## THE OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

### *The ability to understand, evaluate and communicate ideas*

64 All Hope students should possess the ability to examine critically, to understand, and effectively to use and to communicate ideas. The student should be able to discern assumptions and premises; to examine critically and evaluate arguments, generalizations, hypotheses and methods; to identify biases and contradictions; to assess the validity of relationships among assumptions, factual information and conclusions. The achievement of this objective depends upon the student's ability to read and listen sensitively and critically, and to express himself, both in writing and in speaking, clearly and persuasively.

### *A broadened awareness*

Through direct experiences with various artistic and scholarly disciplines and perspectives, a student should build on and expand his earlier thinking and educational experiences. By an appreciative understanding of the achievements of the past, he deepens his critical awareness of contemporary society. By participating in some phase of scientific inquiry, he enhances his understanding of the natural world and man's role in it. By comprehending the nature and significance of man's varied means of communication, whether artistic, linguistic, electronic, etc., he furthers his understanding of himself, his own and other cultures. By acquiring scholarly habits and attitudes and by encouraging and strengthening his curiosity he insures for himself a life-long joy in learning.

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<sup>1</sup>See Glossary of Terms, Page 93.

## *The Degree Program*

### *The ability to engage in intensive study*

In-depth study, commonly referred to as a "major," is a necessary step in the development of a student's powers of understanding. In-depth study in one area makes superficialities in other areas less tolerable. Sustained orderly participation in an academic discipline usually leads to a broadening of intellectual concerns. Through intensive study, the student is exposed to the best literature of the field, to sound methodological and technical procedures, and to the significant contributions of the discipline to man's fund of knowledge. Finally, the student experiences what it means to be an active and creative member of his discipline.

### *A sense of the interrelatedness of knowledge, experience and responsibility*

As the student becomes increasingly aware of the interdependent aspects of human experience and knowledge, he is encouraged to develop for himself a personal philosophy of life which gives meaning and wholeness to his learning, experiencing and valuing. In particular, he should understand how the Christian world-view can affect that philosophy of life. From within the context of his own discipline and his own philosophy of life, he remains open to the totality of human experience, seeking always an integration that leads to a meaningful and responsible life.

## **A. GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE**

### **Semester Hours and Quality Points**

A student to be eligible for graduation must pass all college required courses and must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all his course work must be 2.0 or higher.

### **Academic Major Requirement**

A student may apply to a major program any time after the completion of his first semester of college work. Criteria for acceptance to a major program vary by department. Departmental criteria are listed in the forward to the department's course offerings.

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Normally, a student makes his major choice by the end of his sophomore year. Every student must, however, be accepted as a major in a department by the time he obtains senior status (94 semester hours). If a student has not been accepted as a major by this time, he either will be asked to withdraw from the college or will be allowed to enroll for one additional semester under the probationary condition that he reach a decision for a major and be accepted as a major by the end of his seventh semester (approximately 110 semester hours). No student will be permitted to enroll for a final semester who has not been accepted as a major and no student will be graduated from Hope College who has not spent at least one full semester (12 semester hours or more) of study subsequent to acceptance as a major.

The bachelor degree requires the successful completion of a departmental major program. The Bachelor of Arts degree may be earned in thirty-four

## *The Degree Program*

fields of major concentration: art, biology, business administration, chemistry, classical languages, communications, economics, English, French, geology, German, history, humanities, language arts, Latin, mathematics, music literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion, science, social studies, sociology, Spanish, speech, and/or theatre. The Bachelor of Music degree may be earned in performance, vocal music education, and/or instrumental music education.<sup>2</sup>

### **Residence Requirement**

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Academic Dean, in consultation with the student's major Departmental Chairman, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.
2. If the student seeks permission to complete his entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and the Dean for Academic Affairs.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College campus during the period in which he has junior or senior standing.

## **66 B. CURRICULAR REQUIREMENTS FOR THE BACHELOR'S DEGREE**

### **Introduction to Liberal Studies**

A seven semester-hour sequence is required of all freshmen. This sequence aims to raise to a more significant level interest in and concern for exploring the basic human questions that every adult faces, and to provide a rationale for the educational requirements the Hope student will face and an understanding of the liberal values of his study. Finally, it seeks to develop his skill in expressing his reflections on such questions clearly, forcefully, and in orderly fashion in speech and writing. The sequence includes English 113 and Philosophy 113.

### **Cultural Heritage**

An eleven or twelve hour sequence normally completed by the end of the sophomore year. This sequence includes:

<sup>2</sup>For general college requirements for bachelor of music degrees, see pages 180-182.

## *The Degree Program*

- a) Six hours of literature. Normally, this requirement is fulfilled by completing English 231 and 232. However, Classics 205 or Classics 207 may be substituted for English 231; English 301, 302, 305, 312 or French 200 or 270, German 200 or 270, Russian 200, Spanish 200 or 270 may be substituted for English 232.
- b) Three hours of Music, Art or Theatre, normally Art 161, Music 101 or Theatre 101. Performance courses in these departments do not meet this graduation requirement.
- c) Three hours of History, normally History 130 or 150.

### **Social Science**

A six semester-hour sequence, normally completed by the end of the sophomore year. One semester course must be chosen from the economics or political science areas—recommended: Economics 201 or Political Science 101; and one course from the communication, psychology or sociology areas (recommended: Communication 101, Psychology 100, Sociology 101 or 151). Psychology 100 is required of all prospective teachers.

### **Science and Mathematics**

An eleven semester-hour sequence, eight hours in science and three hours in mathematics, normally completed by the end of the sophomore year.

The science requirement consists of an eight semester-hour sequence normally completed by the end of the sophomore year.

Students must elect at least two science courses in the departments of biology, chemistry, geology, and physics. At least one of these courses must include laboratory. The following courses are available provided the student has the necessary prerequisites: Biology 101, 102, 111\*, 112\*, 211, 217, 218; Chemistry 101, 102, 105, 107, 111\*, 115\*, 121\*, 211, 212; Geology 101, 102, 104, 108, 109, 116, 117, 131, 132, 201; and Physics 111, 112, 113, 114, 116, 211, 213, 215, 121\*, 191\*, 122\*, 192\*, 223\*, 193\*. The student is encouraged to complete this requirement by taking courses in more than one department.

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A minimum of three semester hours in mathematics is required. Students may select any course(s) from the offerings of the Mathematics Department. Students enrolled in the elementary education program should choose Mathematics 105. Most students planning to major in psychology, sociology, political science, physical education, or economics and business administration should choose Mathematics 210 or Mathematics 215, 216.

Students enrolled in the elementary education program are expected to fulfill their science requirement by taking the elementary science sequence (Biology 211, Physics 211, and Chemistry 212). Exclusion from this requirement may only be made with the permission of the Chairman of the Education Department.

### **Foreign Cultural Studies**

The Foreign Cultural Studies Graduation Requirement may be completed by means of any one of the following four options:

## *The Degree Program*

### Option 1.

- a) Demonstrated one-year college level proficiency in one foreign language;

Note: One-year college level proficiency may be demonstrated in one of the following three ways:

- 1) placement in Hope's 200 course level on the basis of a placement test, normally taken when the student enrolls for the first time at Hope College,
- 2) presentation of a minimum score of 550 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible), normally taken during junior or senior year in high school, or
- 3) successful completion of courses numbered 112, 131 or 172

and

- b) Successful completion of any three hour course (other than 100 level courses in language of demonstrated proficiency) offered by the Department of Foreign Languages and Literature for which the student has the necessary prerequisite, preferably in the language area of demonstrated proficiency.

Option 2. Demonstrated one-year college level proficiency in each of two foreign languages. See above for definition of proficiency.

Option 3. Demonstrated two-year college level proficiency in one foreign language.

Note: Two-year college level proficiency may be demonstrated by one of the following:

- 1) placement in 300 level on the basis of a placement test, or
- 2) presentation of a minimum score of 650 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible).

Option 4. One semester of concentrated study of a foreign language in a country where that language is an official language and under the auspices of foreign study program recognized by the College and approved by the chairman of the Department of Foreign Languages and Literatures.

A foreign student who speaks a language other than English natively is exempted from the Foreign Cultural Studies Graduation Requirement.

## **Religion**

A six semester hour sequence, normally completed by the end of the junior year (three hours for Junior and Senior transferees). Three hours are to be elected from the Basic Studies in Religion: 110, 120, 130 or 140. The remaining three hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed. (See Dept. of

## *The Degree Program*

Religion, page 218). A waiver of three hours in the religion requirement is open to students who successfully demonstrate their knowledge and understanding of religion as an academic discipline through preliminary examination and interview.

### **Senior Seminar**

A three semester-hour course to be taken either semester of the senior year. Students may elect from the following courses to fulfill this requirement: Interdisciplinary Studies 401, 402, 421, 423, Religion 331, 333, 351, 453, Theater 401.

### **Physical Education**

Two semester courses in Physical Education activities, totaling two semester hours, is required for graduation. Students may enroll in additional activities courses, but a total of only four semester hours of credit in these courses, including two in the core, may count toward graduation.

## **C. THE MAJOR PROGRAMS**

### **The Departmental Major**

The departmental major is the most common means by which Hope's students engage in intensive, in-depth study in one field of knowledge. Normally, a student by the end of his sophomore year is expected to choose a field of concentrated study.

**Procedure for applying for a Departmental Major**—Upon deciding in what department he will major, and after consultation with his faculty advisor, a student will make application to the Chairman of the Department in which he plans to major. Every student is required to submit a completed form, obtainable at the Records Office, to the Chairman of the department. The Chairman, in consultation with other members of the Department, will review the student's past academic performance and admit him to the departmental's major program. Upon acceptance the Chairman will assign the student to a departmental faculty advisor who, in turn, assist the student in working out his academic program. The student should familiarize himself with the specific requirements of his major department as stated in Part II of this *Catalog*. The student must meet all departmental requirements for the major in order to graduate from the College.

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### **The Composite Major**

The composite major is an alternative to the Departmental Major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, indepth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The



## *The Degree Program*

composite major is just as rigorous as a department major but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field.

**Guidelines for the Composite Major**—The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. The applicant must present a rationale for his composite major. This must include a definition of his field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field of inquiry.
3. Of these hours, at least half should be in courses that are not elementary but upperlevel courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year, and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the registrar that the major has been completed.

### **Procedures for Application and Acceptance of the Composite Major**

1. A student wishing to apply shall secure a composite major application form at the Registrar's office. This form will include the Guideline statement adopted by the Academic Affairs Board.
2. He shall submit the completed form (which includes a definition of the field of inquiry and the reasons for wishing to take a composite major) to the chairman of the Composite Major Committee.
3. The Composite Major Committee shall consist of two continuing members (the Associate Academic Dean who serves as chairman, and the chairman of the Academic Affairs Board) and of one ad hoc faculty member invited by the chairman upon receipt of an individual application to review that particular application.
4. The Composite Major Committee will act on each request. If the request is approved, the committee will assign a major advisor for the student.
5. The Composite Major Committee shall report its decisions to its parent Board.

**THE COMPOSITE MAJOR FOR THE EDUCATION STUDENT**—Education students planning to seek certification in Elementary Education and not intending to major in one department should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of his sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at least 18 hours in one academic field. At present, the following composite majors are approved:

Language Arts (Communication, English Language, Foreign Languages, Focus is on languages as a communicating art).

## *The Degree Program*

Humanities (Literature, Art, Music).

Social Studies (History, Political Science, Sociology, Economics, Geography).

Science (Biology, Chemistry, Geology, Mathematics, Physics).

**PSYCHOLOGY-SOCIOLOGY MAJOR** is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare; 2) various theoretical perspectives of Psychology, Sociology, and Anthropology; and 3) the complementarity, utility, and integrative properties of the various theoretical perspectives relative to their contributions for human and social welfare.

Requirements include: Psychology 100 or 200, 230, 260, 300, 370, 380 or 390  
Sociology 101, 102, 151, 232, 241, 242 or 312, 422

It is strongly recommended that the student take Mathematics 215 and 216 (alternative Mathematics 210) for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Elementary education students can substitute Ed. 330 for Psych. 300 if they wish. Students desiring Social Work certification are required to complete 6 credit hours of field work project—Soc. 443 or 446.

Students contemplating this major should consult with the Sociology or Psychology Department by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs, pg. 240.

**THE GEOLOGY—PHYSICS COMPOSITE MAJOR** is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geophysics.

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### **Required Courses:**

Geology: 101 or 201, 231, 232, 251, 255 and 336

Mathematics: 131, 132, 230

Physics: 121, 122, 223, (or 191, 192, 293), 232, 241, 242, 381, 382

Three additional courses are required; at least one in the Geology Department and one in Physics. These courses are:

Geology: 334, 371, 453

Physics: 288, 342, 352, 361, 362, 371

Students contemplating the geophysics major should consult with the chairmen of the Geology and the Physics Departments for additional information.

## **D. THE CONTRACT CURRICULUM**

The curricular design for B.A. degree at Hope College, as previously outlined, may not be appropriate for all students. Beginning in the fall of 1972, another curricular program of limited enrollment was established. The

## *The Degree Program*

Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the college's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to—"courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the mid-term point of the semester in which he will complete a minimum of 24 semester hours taken at Hope College. (Action on his application will be deferred until he has completed the 24 hour requirement.)
2. It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.
3. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The mentor is to be chosen from a list of faculty members who volunteer to serve with the approval of the Academic Dean. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "statements of progress" to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.
5. The written contract shall be submitted to a faculty Contract Committee composed of the Dean for Academic Affairs or the Associate Dean, one faculty member appointed by the Dean who will serve as Chairman of the faculty Contract Committee, and two faculty members selected by the student and his mentor. The faculty Contract

## *The Degree Program*

Committee will evaluate the contract in light of the educational objectives stated above in Part IV and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.

6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
  - a. As independent study in an existing department;
  - b. as an IDS course specifically designated to cover contract curriculum programs;
  - c. as a course already in existence in the *Catalog*.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, a student under the Contract Curriculum may request conventional grades in some or all aspects of his program. The Chairman of the faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein. Such certification might include written and oral examinations.
8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements for the Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.
9. Should a student decide to terminate his contract before the time of its fulfillment or at the end of any semester prior to graduation, the faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairman of the appropriate departments.
10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. The faculty member will consult with his chairman and with the Academic Dean on the matter of faculty work load.
11. Special contract applications, registration and credit evaluation forms shall be provided by the Registrar's Office. Students electing to follow the Contract Curriculum approach will be assessed a special non-refundable registration fee each semester they register under the contract program.
12. The Academic Dean will publish each academic year a catalog in permanent format describing each contract proposal approved by the

## *The Degree Program*

college. The catalog description for each contract shall also include the following:

- a) a clear statement as to how the objectives in paragraph 4 above have been carried out;
  - b) the names of the mentor, Contract Committee and its chairman, and the student.
13. A Director of the Contract Curriculum Program will be appointed by the Academic Dean. The Director's duties will include the drawing together of resource materials helpful to students, mentors and Contract Committee members in carrying out their respective roles; and he shall assume leadership in an on-going evaluation of the program.

## **E. CLUSTER CURRICULA**

It is possible for students with particular academic interests to organize some of their courses around programmatic themes. Such "clustering" of courses does not replace the major at Hope College. Rather, the "cluster" is a means of integrating a student's elective program. It is possible, however, that some courses in the "cluster" and some courses required for a major will be identical. The courses suggested below are in addition to "Independent Reading" Courses available to students in all Departments.

### **American Studies**

Any course in American History

Any course in American Literature

Art 336	American Art
Economics 315	History of Western Capitalism
Economics 402	Comparative Economic Systems
Interdisciplinary Studies 337	Probing Values
Music 323	Wagner and the Twentieth Century
Philosophy 212	Early Modern Philosophy
Philosophy 310	Twentieth Century Philosophy
Political Science 211	American Political Party Development
Political Science 339	American Constitutional Law
Political Science 346	American Political Thought
Political Science 378	American Foreign Policy
Religion 140	Religion in Society
Religion 321	Religion in America
Religion 421	Studies in the Reformed-Presbyterian Tradition
Sociology 321	Social Movements
Theater 251	Development of the Cinema
Theater 253	Art of the Cinema
Theater 306	American Theater

### **Environmental Studies**

Students with a strong interest in environmental work are recommended to acquire a traditional major in one of the sciences, selecting with some care the

## *The Degree Program*

electives and core requirement courses. An early start with the basic science program (freshman year chemistry, physics and math for example) will free significant amounts of time for research and project work during the junior and senior years. Several staff members have active, on-going efforts related to environmental situations. Some students' work is directed by two or three professors at one time; all environmental work remains inter-disciplinary via periodic research seminars, often with governmental and industrial leaders in attendance.

Thus a student can find a well-tailored program acquiring a traditional major with an "environmental emphasis". The involvement of faculty and students in active research insures a broad base of awareness being acquired in an environmental project. Among the recommended courses above the basic science program are: Biology 218, Human Ecology; Geology 116, Oceanology and Limnology; Interdisciplinary Studies 337, Probing Values or 421, Science and Human Values; Psychology 400, Environmental Psychology and Sociology 311, World Population Problems. For more information contact Dr. Donald Williams, Coordinator of the Hope College Institute for Environmental Quality.

### **Minority Studies**

#### **Black Studies**

Art 368	African Tribal Art
Economics 302	Monetary and Fiscal Theory and Policy
Education 500	Perspectives in Education
English 241	Black Literature
History 356	American Social History
History 450	Studies in American History
Interdisciplinary Studies 118	Studies in American Black Culture
Philadelphia Urban Semester	(See pgs. 169-171)
Sociology 151	Cultural Anthropology
Sociology 322	Race and Ethnic Relations
Sociology 312	Urban Sociology

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#### **Chicano Studies**

Education 378	Teaching English as a 2d or Foreign Language
History 450	Studies in American History
Spanish 352	Latin-American Civilization
Spanish 478	Modern Spanish-American Literature

### **Urban Studies**

Communications 450	Social Impact of Mass Communication
Economics 302	Monetary and Fiscal Theory and Policy
Economics 404	Economic Growth and Development
History 350	American Social History
History 430	Studies in European History
Interdisciplinary Studies 337	Probing Values
Philadelphia Urban Semester	(See pgs. 169-171)
Sociology 312	Urban Sociology

# GENERAL ACADEMIC REGULATIONS

## System of Grading

Each student receives a grade in his courses at the middle and at the close of the semester. The mid-semester grades, designed to give the student an indication of his progress, do not appear on a student's transcript.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	4.0 per sem. hr.
A—	Superior	3.7 per sem. hr.
B+	Good	3.3 per sem. hr.
B	Good	3.0 per sem. hr.
B—	Good	2.7 per sem. hr.
C+	Average	2.3 per sem. hr.
C	Average	2.0 per sem. hr.
C—	Average	1.7 per sem. hr.
D+	Weak but passing	1.3 per sem. hr.
D	Weak but passing	1.0 per sem. hr.
D—	Weak but passing	0.7 per sem. hr.
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning. By way of example, a student receiving an A, B, C, D, or F in a three-semester hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours attempted (excluding "Pass" hours) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

## Incompletes

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incomplete was given. If not removed within this time, the incomplete (I) becomes a failure (F).

## Academic Standing

Students entering college with the intention of working toward a bachelor's degree should study carefully the requirements for graduation, especially the qualitative standards, or minimum honor point average. The minimum of 2.0 or "C average" required for graduation means that a student who has a cumulative average at the end of his freshman year of less than 1.60; at the end of his sophomore year of less than 1.80; and at the end of the junior year of less than 1.95, is not progressing in his academic work sufficiently to indicate successful completion of the degree requirements.

## *General Academic Regulations*

Students who fall below these accumulative averages will be placed on academic probation, sent a letter of academic warning, and be asked to see their counselors for further academic advisement. Their parents are also informed of the student's probationary status. Students falling below a C average for any particular semester and who are not on probation will also be sent a letter of academic warning from the Dean for Academic Affairs.

A student may be dismissed from the degree program for academic reasons if, in the judgment of the Academic Dean, such action is felt to be in the best interest of the student. Such action is possible for a student when he has been on probation more than two succeeding semesters and when his cumulative grade point average is significantly below probation standards outlined in the above paragraph.

If a student is dismissed from the degree program for academic reasons, the earliest he may apply for readmission to the degree program would be one academic year from the date of his dismissal. At the time of his application for readmission, the student must present convincing evidence of his ability and desire to complete Hope's degree program.

### **Withdrawal from College**

In order to assure himself of an honorable dismissal from college, a student withdrawing from college anytime during an academic term must obtain a withdrawal form from the office of the Dean of Students and have it signed by the Associate Dean of Students, the Associate Dean for Academic Affairs, and the Business Office. No refunds will be given to a student until the above form is processed.

### **Non-Returning Students**

Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the college. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Academic Records Office in Van Raalte Hall.

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### **Repeating a Course**

No grade may be removed from the student's permanent record but if a student wishes to raise his mark in a course, he may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

### **Change of Courses**

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:



## *General Academic Regulations*

**ADDING AND DROPPING OF COURSES**—Students may add and drop courses without penalty during the first two weeks of classes. Drop/Add forms can be obtained in the Academic Records Office in Van Raalte Hall.

**WITHDRAWAL FROM COURSES**—A student may withdraw from a course after consultation with his instructor and counselor within the first ten (10) weeks of the semester. After the end of the second week in the semester, the notation "W" will appear on his record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

**PASS-FAIL OPTION**—Each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he will be granted the usual academic credit but will have the grade of this course recorded on his permanent record as a "P" or an "F." This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student's major field. It may not be a required course, either by the Department of the student's major or by the College.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor — having done this, he will receive a "P" for pass, if not, an "F" for fail.
4. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and within ten weeks following the completion of registration, should obtain a special pass-fail form from the Academic Records Office. The student will indicate the course which he wishes to elect on a pass-fail plan, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Academic Records Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record a "P" or an "F." Failures will be computed into the student's cumulative grade point average.
6. The Professor will not be informed of the student's election of the pass-fail grading system for his particular course, but this information will be available to the Professor at his request from the Registrar. The Professor will submit a letter grade for the student to the Academic Records Office where it will be translated to either the "P" or "F" designation.
7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the maximum number of P-F courses which schools will accept.

**AUDITING A COURSE**—Any student may register to take any Hope course on an audit, non-credit basis. Students who desire to audit a course must indicate their intent to the Registrar within the first two weeks of the semester. Changes from credit to audit and vice versa will not be allowed after the first two weeks of the semester have ended. The fee for courses taken on an audit basis is \$25 per semester hour.

## *General Academic Regulations*

### **Transfer Credit While Enrolled at Hope**

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College Department Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Academic Records Office in Van Raalte Hall.

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

Course number, course title, grade earned, credits awarded and the cumulative grade point average are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the college reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

### **Honors Independent Study or Research**

Senior students with a cumulative grade point average of 3.0 or better may make application to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as Independent Study or Research-Honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

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### **Student Load**

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered a full-time student and to receive maximum benefits.

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Associate Dean for Academic Affairs. Under no circumstances will a student be per-

## ***General Academic Regulations***

mitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of \$40.00 for each semester hour in excess of sixteen.

A student's normal summer load is three or four hours in a three-week session and six or seven hours in a six-week session. Overloads must be approved by the Director of the Summer Session.

### **Classification of Classes — Eligibility**

**SOPHOMORE** — Student must have 24-57 hours of credit

**JUNIOR** — Student must have 58-93 hours of credit

**SENIOR** — Student must have 94 hours of credit

### **Class Attendance**

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his daily text assignments. It is the student's responsibility to present an excuse to his instructor and request make-up privileges.

Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

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### **Appeals and Requests for Academic Waivers**

A student may seek exemption from an academic regulation by appealing in writing to the Associate Dean for Academic Affairs. The student must secure the approval of his faculty advisor to waive an academic regulation. The student may further appeal the Dean's decision to the Student Standing and Appeals Committee for final disposition, if submitted to the Chairman of Appeals Committee within ten days after notification of Dean's decision.

### **Correspondence Credit**

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution or the United States Armed Forces Institute and are approximate equivalents to Hope College courses.

## *General Academic Regulations*

### **Credit by Examination While Enrolled at Hope**

Credit by examination is available to currently enrolled Hope students through either the College-Level Examination Program (CLEP) or a departmental examinations. Credit for the CLEP subject examinations will be awarded for scores which meet the guidelines established by CEEB in its national norming procedures. Hope College has been established as a CLEP Limited Test Center which makes it possible for currently enrolled Hope students to take the CLEP tests on campus. Where CLEP-type tests are not available, departmentally written and administered examinations can be arranged. For further information about either the CLEP or departmental testing programs contact the Registrar.

Credit by examination in either of the above programs has the following limitations:

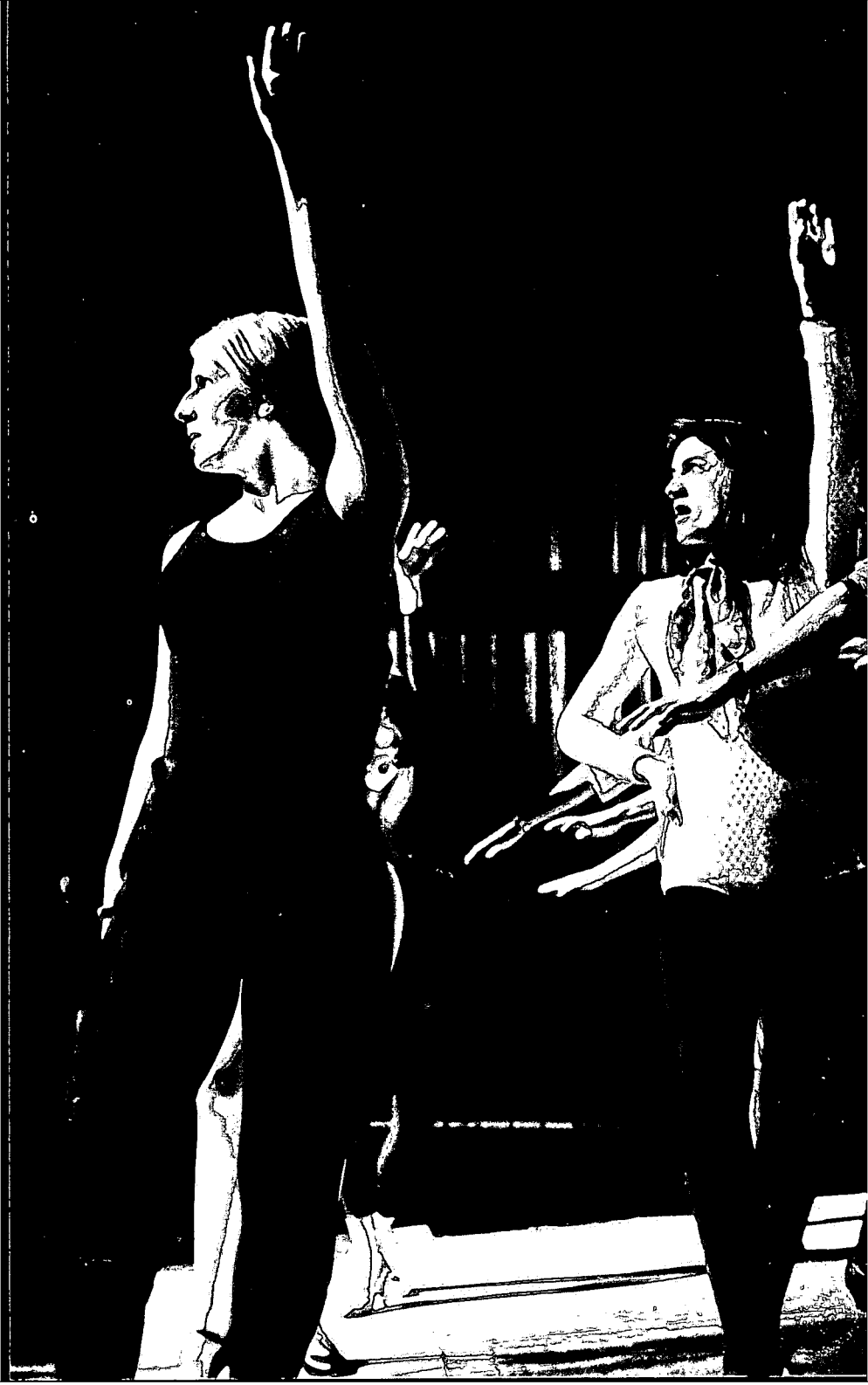
1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or in another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied toward the 126 hours required for graduation is 32 hours, 8 of which can be in the major area of concentration.

### **Application for Degree**

The college awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the college. Students completing degree requirements in the May Term, June Term, or Summer Session will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement.

### **Transcript of Record**

A student who is graduated or granted an honorable dismissal from college is entitled to one certified transcript of his record. A \$1.00 payment in advance is charged for each additional copy. The college makes every effort to insure the confidentiality of its student records; consequently, transcripts will be released only upon written request of the student.



## ACADEMIC SESSIONS

### The Regular Session

The majority of the curricular offerings are given in the two-semester regular session, beginning in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:30 a.m. and the last (ninth) period ending at 5:20 p.m. The College calendar (page 3) gives the exact dates of this session. Some classes are offered in the evening. Consult the Registrar for a list of course offerings.

The basic program of offerings during the regular academic session is found in the next section under Course Descriptions. Several special programs are offered during the academic year, some on campus and some in affiliated colleges and universities.

### May Term—June Term

Students may spend the last three weeks of May or the first three weeks of June by enrolling in one course for three hours credit. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. A few of the college's regular and traditional courses are offered along with several novel courses that can only be approached in this manner. Some of the courses taught are off-campus or made up of one, two, or three-day-long field trips. College facilities are available for dining and housing. By enrolling in May Term, June Term, and the regular Summer Session, a student can accumulate nearly an entire semester's credit at Hope College. For further information about these sessions, contact Professor Donald Williams.

### Regular Summer Sessions

Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks.

The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the Academic Dean of that college if they wish credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill. A few courses are acceptable at Michigan universities for graduate credit. Enrollment in the summer session does not assure admission as a degree candidate.

For full details on the regular summer course program, write to the Director of the Summer School, Professor Donald Williams.

## SPECIAL ACADEMIC PROGRAMS

### Programs for Talented Students

These programs designed to challenge the student with unusual academic talent or background include honors courses and honors sections in the freshman and

## *Special Academic Sessions*

sophomore years, and in the junior and senior years special courses and tutorial work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through credit by examination, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Students in the underclass college honors sections are expected to explore more freely and broadly and to take more responsibility for learning than they are expected to do in the college required courses. Students enter the Honors sections upon invitation from the college Honors Committee. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential.

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year.

In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching" and receive several scholarly privileges and opportunities that help them move toward this career.

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## **The Presidential Scholar Program**

The Presidential Scholar Program was established to enable academically gifted students with strong potential for leadership with an opportunity to broaden their educational program while at Hope College.

Students are invited into this program at the beginning of their freshman year. To hold this designation as "Presidential Scholar," a student must maintain a good scholastic standing. He is encouraged to take the seminar for freshman Presidential Scholars and individual study programs as upperclassmen. In addition, the Presidential Scholars are invited to special dialogue sessions with distinguished Presidential Scholars and personalities who visit the campus, to participation in special forums, and to special off campus trips.

## *Special Academic Sessions*

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholar Program is under the direction of the Associate Dean for Academic Affairs in conjunction with a committee of students and faculty. See page 57 for financial information.

### **Washington Semester Plan**

The Washington Semester Plan enables superior students from a limited number of colleges, including Hope, to study government and politics at the heart of our nation's life in Washington, D.C. The program proceeds under the direction of the American University. By virtue of an agreement between the two institutions, full credit for the study completed is granted by Hope College. Select students in junior and senior years are eligible for participation in this distinctive program. For further information, consult Professor Zoetewey.

### **Area and Language Programs at GLCA Member Colleges**

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter, semester, year, or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch.

Hope is also a participant in the *Cooperative Undergraduate Program for Critical Languages*, jointly sponsored by Princeton University, The Carnegie Corporation of New York and the Ford Foundation. This program has been established to make available to undergraduates of other institutions the resources at Princeton University for instruction in the Arabic, Chinese, Japanese, Korean, Persian, Russian, and Turkish languages, and related regional studies in the social sciences and humanities. The normal pattern of study involves a year of work at Princeton (usually the junior year) and intensive summer language training courses before and after the year at Princeton. For further information regarding the courses available in the program, requirements for admission, and financial aid opportunities, please consult D. B. Wheeler of the Department of Foreign Languages and Literatures.

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### **The Urban Semester in Philadelphia**

The Great Lakes Colleges Association and Hope College sponsor jointly a program designed to give students direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people—educators, religious leaders, community leaders, urban administrators—help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Phila-



## *Special Academic Sessions*

delphia lead seminars, discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor Wayne Boulton.

### **The Arts Program in New York**

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, dance or theatre. The Program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional arts to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Robert Vickers.

### **Trial Session**

#### **S.T.E.P. Program (Summer Trial and Evaluation Program)**

86 Within the framework of the summer school, the College maintains a special program designed to help high school graduates, with promise and potential but with weak academic background and preparation, prepare themselves for regular college-level work in the fall semester. In this six week session the enrollees study two topics on the college level and are given special instruction designed to improve their academic skills, such as reading, study habits, and writing. Such a program introduces the student to college work under the most favorable conditions. While completion of the S.T.E.P. program does not insure admission to Hope College, the program does offer the Admissions Committee more reliable information about the student's abilities and potential.

For complete details for admission to the regular summer session or the S.T.E.P. Program, write to the Director Admissions.

### **Summer Session for International Students**

This program is especially designed to introduce students from abroad to Contemporary America. The five-week session attempts to provide a comprehensive overview of United States history and politics, economic and social patterns as well as cultural and intellectual life through lectures, discussions, field trips and a series of related social activities.

During the first three weeks of the session participants are housed in college dormitories and, where possible, paired with American students enrolled in the

regular summer program. During the second half of the academic program the foreign students are welcomed into the homes of families in the community. Here they receive direct experience with the American way of life. Detailed information concerning this program may be obtained from the Hope College Office of International Education.

### **Summer Programs for Teachers of High School Chemistry and Mathematics**

Hope College conducted Instructional Improvement Implementation Projects supported by the National Science Foundation in the summer of 1974, and proposes to do so again in 1975. These projects are designed to assist high school teachers in implementing an Advanced Placement chemistry or mathematics course in their school. The Implementation Projects overlap the regular summer session, extending eight weeks for the chemistry program and seven weeks for the mathematics program.

Application forms may be obtained by writing Dr. Eugene C. Jekel, Director of III Project in Chemistry, or Dr. Jay E. Folkert, Director of III Project in Mathematics in care of Hope College, Holland, Michigan 49423.

### **Upward Bound Program**

Upward Bound is an educational project designed to include 40 disadvantaged high school students from greater Muskegon and from Ottawa County, in a seven week summer experimental course. Upward Bound is a nation-wide program funded by the Federal Office of Economic Opportunity and by the participating College. The purpose of the program is to provide a new and stimulating environment for learning.

### **Educational Opportunities Abroad**

As part of the overall program in International Education at Hope College the International Education Office offers information and assistance to all students interested in study abroad. Opportunities to do so for a short term, a summer, a semester, or a full year are available in virtually every part of the globe. Detailed descriptions of various programs and application forms may be obtained from the International Education Office located in Voorhees Hall, or by writing to Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

For students regularly enrolled at Hope College all off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

- 1) The programs described below are designated as "official" Hope College programs over which the College exercises direct or indirect academic and administrative control. Students enrolling in these programs are screened by the college committee on off-campus study and will remain on the rolls of Hope College while they study abroad. This means that they will continue to receive administrative support and will be regarded as regular Hope College

## *Special Academic Sessions*

students in all respects, including the right to retain financial aid awarded to them and the recording on the Hope College transcript of both grades and credits earned abroad.

2) Students may, of course, enroll also in other programs, over which Hope College does not exercise administrative or academic control and the International Education Office is ready to provide information on these. Students enrolling in one of these programs are, in practical terms, withdrawing from Hope College to do so. This means that while they do not need the permission of the committee on off-campus programs to participate, they will not be able to use Hope College financial aid awards and credits earned abroad will be treated as transfer credit. Students thinking of participation in such programs should consult their departmental advisor prior to enrollment in order to ascertain if credit earned abroad will be acceptable for transfer to Hope College. Upon completion of their study abroad students wishing to return to the College will need to apply for readmission to Hope College.

The programs listed below and described on the following pages are currently included in the first category. Students enrolled in them will therefore continue to be carried on Hope College records as regular students:

### **Programs in Europe**

Austria	Vienna Summer School (Hope) Semester or Year Program in Vienna (IES <sup>1</sup> )
France	Semester or Year Program in Grenoble (Hope-Albion) Semester or Year in Nantes (IES) Summer, Semester or Year in Paris (IES)
Germany	Summer, Semester or Year in Freiburg (IES)
Great Britain	Junior Year in Aberdeen (GLCA <sup>2</sup> ) Junior Year in Durham (IES) Semester in Southampton (Chemistry — Hope)
88 Netherlands	Semester in Groningen (Chemistry — Hope)
Spain	Summer, Semester or Year in Madrid (IES)
Yugoslavia	Summer Session in Dubrovnik (Hope) Fall Semester in Sarajevo (GLCA)

### **Programs in Non-European Areas**

Africa	Fall and Winter in East or West Africa (GLCA)
Asia	Six, nine or twelve months programs at Waseda University, Tokyo (GLCA)
India	Year in India (GLCA)*
Latin America	Summer, Semester or Year in Bogota, Colombia (GLCA)
Near East	Junior Year in Beirut, Lebanon (GLCA) Junior Year in Israel (GLCA)

<sup>1</sup>Institute of European Studies

<sup>2</sup>Great Lakes Colleges Association

\*The program at Madurai University in India, administered by The College of Wooster in the past, has been temporarily suspended.

## **European Study Programs**

### **THE HOPE COLLEGE VIENNA SUMMER SCHOOL**

Established in 1956 as one of the first American programs in Austria the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified sophomores and juniors from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program.

*Organized Study Tours:* Traditionally, the six-week summer session in Vienna has been preceded by a study tour which provided a carefully structured introduction to Europe and Europeans. During the summer of 1973 students will, for the first time, also be able to take part in a concentrated academic program in Greece as alternative to the non-credit tour. This course, which carries three hours of credit, will also be open to students who do not elect to remain in Europe for the main part of the academic program in Austria. The non-credit tour, on the other hand, is open only to students enrolled in the full summer program.

*Academic Work in Vienna:* The academic program includes courses in Art, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements.

In Vienna Hope College utilizes the facilities of the Institute of European Studies with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. European professors who teach in the Vienna program are appointed to the Hope College faculty. Students receive Hope College transcripts and credits for work completed in Vienna.

*Residence in Austrian Homes:* While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students have their noon meal together, but are given a weekly refund for their supper so they can explore different restaurants around the city. They are free to plan their leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

*Independent Travel:* Following the conclusion of the Academic Session in Vienna, students have two weeks of free time for independent travel. They meet again at the end of the summer for the return flight to the United States.

### **THE HOPE COLLEGE DUBROVNIK SUMMER SCHOOL**

Begun in 1972, the Hope College Dubrovnik Summer School is designed to introduce students to the most important aspects of Byzantine, Ottoman, and Renaissance heritages and social and political realities of present-day Yugoslavia.

## *Special Academic Sessions*

The program for the summer of 1973 was composed of four phases:

1. A two-week intensive language and Yugoslav civilization session in Sarajevo conducted by the University of Sarajevo.
2. Bus study tour of the small regional and cultural centers (concentrating on medieval monasteries) in the Yugoslav republics of Bosnia, Serbia, Macedonia and Montenegro.
3. A four-week academic session in Dubrovnik focusing on the theme: "Historical and Cultural Perception of Yugoslavia." Students will have the opportunity to enroll in courses dealing with: the history of the area; comparative religion as evidenced by the diversified religious heritage of Yugoslavia; studio work in painting and sculpture under the guidance of internationally known artists; Serbo-Croatian, designed especially for those who intend to stay on for the fall term at the University of Sarajevo; or the course in drama and stage performance which will provide opportunity for study and work with some of the most prominent Yugoslav artists—and prepare participants for the final phase of the Yugoslav program.
4. A two-week performance drama tour visiting several cultural and political centers in the Yugoslav republics of Croatia, Bosnia and Hercegovina, and Serbia where drama students will perform both American and Yugoslav plays in Serbo-Croatian.

## **SEMESTER AND YEAR PROGRAMS IN EUROPE**

1. The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in study centers which the Institute maintains in Austria, France, Germany, Great Britain and Spain. In Vienna, Paris, Nantes, Freiburg and Madrid, students may register either for a full year or a semester. Enrollment at the University of Durham in England is for the full year only.

90 2. Hope College students majoring in French, as well as a limited number of other students interested in intensive exposure to the language and people of France, can spend either a semester or full year at the University of Grenoble at a cost no higher than study in their home institutions. For further information about this program contact the Director of the Grenoble Program.

3. Under direct arrangements between the Hope College Chemistry department and the Chemistry Departments of the University of Groningen in The Netherlands and the University of Southampton in England a limited number of exceptionally qualified Hope Chemistry students have been invited to spend one semester of their Senior year at one of the two universities abroad where they have worked under the direct supervision of senior professors in their field.

4. In addition to the various study opportunities in non-European areas, the Great Lakes Colleges Association (GLCA) offers two programs in Europe for a very limited number of students. One is a full academic year at the University of Aberdeen in Scotland, administered by Antioch College, the other the Fall term at the University of Sarajevo, in Yugoslavia, administered by Hope College in conjunction with the Dubrovnik Summer School.

## **SUMMER, SEMESTER AND YEAR PROGRAMS IN NON-EUROPEAN AREAS**

Membership in the Great Lakes Colleges Association makes available to Hope College students a variety of overseas study programs in Africa, Asia, Latin America and the Middle East. In each case one of the member schools serves as "agent" for the program abroad, but students from all twelve institutions are able to participate in any of the programs.

1. *Africa*: In East and West Africa Kalamazoo College arranges for programs lasting a quarter or longer in which the language of instruction is English. Through DePauw University a full-year program, taught in French, is available at the University of Dakar in Senegal.

2. *Asia*: The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative arrangement whereby GLCA students may enroll in the International Division for a six-months, nine-months or a twelve-months program. A GLCA liaison secretary is in residence at Waseda University to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan. Earlham College is the agent school for this program and a member of the Hope College faculty served as GLCA resident director during the academic year 1972-73.

3. *Latin America*: This flexible program, administered by Antioch College for the GLCA, is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT BOGOTA, COLOMBIA, is especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin American culture.

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FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Bogota or who have already had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. The program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term in Bogota.

SPRING TERM IN BOGOTA, COLOMBIA, is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences in either Universidad Nacional, Universidad Javeriana, or Universidad de los Andes—all in Bogota. The Spanish background may have been obtained in the U.S., in the summer session in Bogota, or in the fall term in Bogota of the Latin American Program.

## *Special Academic Sessions*

During all of these stages students live with Colombian families. The total cost for the program, including transportation, is slightly higher than tuition, room, and board for an equal length of time on the Hope campus.

4. *Middle East:* Through a long-standing agreement between the GLCA and the American University of Beirut Hope students have for many years been able to participate in a well structured and highly regarded Junior Year in Lebanon which is administered by Kenyon College on behalf of the association.

A second Middle East study opportunity was added in the fall of 1972, when the first group of GLCA students enrolled at the Hebrew University in Israel under arrangements worked out by Oberlin College for the GLCA.

## **NON-ACADEMIC PROGRAMS ABROAD**

In addition to the materials on college-credit programs in all parts of the world the Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Among those recommended are summer work camps abroad, programs of the Experiment in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay for this type of overseas program.

A program designed particularly for students in the sciences is administered by the International Association for the exchange of students for Technical Experience (IAESTE) which places American students in short-term trainee positions in twenty or more countries. AIESEC is a similar type program, designed to serve the needs of students in the field of Economics and Business Administration.

Further information on any of the foreign study programs may be obtained from the Hope College Office of International Education located in Voorhees Hall.

## Course Number Guide

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 — No credit courses
- 100-199 — Freshman competency level
- 200-299 — Sophomore competency level
- 300-399 — Junior competency level
- 400-699 — Senior competency level
- 700-899 — Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments, the middle digit "9" refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd-1st semester; even-2nd semester) or course sequence.

## GLOSSARY OF TERMS

**CREDIT HOURS** — The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

**COMPOSITE MAJOR:** A combination of several major disciplines especially arranged for students possessing particular educational and vocational goals.

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**MAJOR** — An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

**MINOR** — The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Applicable only to those students concerned with teacher certification.

**PREREQUISITE:** The course(s) a student must have taken before he can take the course in question.

**SEMESTER:** The College year is divided into two semesters: a fall semester beginning in August and a spring semester beginning in January.

**SEMESTER HOURS:** Semester hours are credit hours. A student must complete 126 credit hours at a point average of 2.00 to be eligible for a degree and the hours must be in the required and elected courses.



# *The Curriculum*

## ART

MR. VICKERS, CHAIRMAN; MR. McCOMBS, MR. MICHEL, MR. SMITH, MR. WILSON.

Course offerings in the Art Department are structured in form, content and sequence to provide a foundation in the fine arts for both professionally oriented student and the liberal arts student. The curriculum affords opportunities for study and research in the visual arts through studio practice and art history.

The Art Department faculty are teaching and research oriented artists and art historians. Works by members of the Art faculty are a part of permanent collections in over sixty different museums and galleries in the United States and five foreign countries.

The Art Department offers studio and art history assistantships to those qualified upper classmen.

Students majoring in art at Hope College participate in a wide variety of activities such as:

- frequent trips to art institutes in Chicago and Detroit
- apprenticing in fabric design and silk screen in a Holland fabric company
- preparing art exhibition programs for all college students
- conducting tours and displays in Hope's Art Gallery
- one senior student at Hope recently had one of his paintings purchased by the city of Grand Rapids

Students majoring in art are required to take courses both in studio and art history.

Graduates of this department have served as:

- full-time self-employed puppeteer who directs his own TV show
- teaching art in elementary and secondary schools
- assistant in theater design in a major Eastern theater
- professor of art history at a major university

**MAJOR:** Students who have completed 42 hours of college credit, including Art 103, Art 161, and Art 141, may make application for the major in art. The application must be accompanied by a representative portfolio of the student's work. A major consists of at least 34 credit hours in art, including Art 103, 111, 121, 131, 141, 161, and at least three additional semester courses in art history. The major student is also required to have a concentration (at least 9 hours) in either painting, printmaking, drawing, sculpture, or ceramics or 18 hours in art history. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of

his senior year. Majors with an art history concentration must propose a major problem to be undertaken during their final two semesters. Students interested in taking graduate work in art history are strongly encouraged to achieve proficiency in a foreign language. Art students are expected to travel and to view original works of art as often as possible. The Department of Art reserves the right to retain samples of student work for the college collection.

## The History of Art

**161. INTRODUCTION TO THE HISTORY OF ART**—This is an introductory survey of world art, with an emphasis on the western world, by means of slide lectures and limited discussion. The student is encouraged to evaluate works of art from historical, stylistic, and aesthetic points of view. Prerequisite to all art history courses unless otherwise noted.

THREE HOURS

WILSON, VICKERS BOTH SEMESTERS

**295. SPECIAL STUDIES**—Studies and research in areas of art history or studio not covered in regular courses listings. Course topics to be announced. Prerequisite: permission of professor.

THREE HOURS

STAFF ALTERNATE YEARS

**360. ANCIENT ART**—A study of the development of the arts from early Mediterranean civilizations to late antique Rome. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON, VICKERS FIRST SEMESTER

**361. MEDIEVAL ART**—A detailed survey of architecture, sculpture, painting and mosaic in Early Christian Byzantine, Moslem, and European Medieval epochs. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON SECOND SEMESTER

**362. RENAISSANCE ART**—An examination of the artistic manifestations of the northern and southern Renaissance in western Europe. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

VICKERS SECOND SEMESTER

**363. BAROQUE AND ROCOCO ART**—Painting, sculpture and architecture in Europe in the seventeenth and eighteenth centuries. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON FIRST SEMESTER

**364. MODERN ARCHITECTURE**—The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. Offered alternate years. Prerequisite: Art 161.

THREE HOURS

WILSON FIRST SEMESTER

**365. MODERN PAINTING AND SCULPTURE**—This course undertakes a selective treatment of 19th and 20th century tendencies in European art up to WW II. Attention will be given to relationships of this art to post-war and contemporary trends. Offered alternate years. Prerequisite: None.

THREE HOURS

WILSON SECOND SEMESTER

## Art

**366. AMERICAN ART**—The history and development of the painting, sculpture and architecture of the Americas, primarily the United States, from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. Offered alternate years. Prerequisite: Art 161.

**THREE HOURS**

**WILSON FIRST SEMESTER**

**367. NON-WESTERN ART**—A brief survey of the Arts of India, China and Japan. Offered alternate years. Prerequisite: Art 161.

**THREE HOURS**

**STAFF**

**368. AFRICAN TRIBAL ART**—A survey of the major art producing tribes of sub-Saharan West Africa. Prerequisite: None.

**THREE HOURS**

**VICKERS SECOND SEMESTER**

**369. CONTEMPORARY ART MOVEMENTS (1960-PRESENT)**—A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. Prerequisite: Art 161 and 365.

**THREE HOURS**

**SMITH FIRST SEMESTER**

## Studio Courses in Art

**101. INTRODUCTION TO THE PRACTICE OF ART**—The development of the basic techniques and procedures in painting, drawing, sculpture and graphics. Attention is also given to historical developments of composition and method.

**THREE HOURS**

**McCOMBS BOTH SEMESTERS**

96 **103. BASIC DESIGN**—A study of the elements of design through applied problems. The course investigates both two and three-dimensional concepts. Prerequisite to all studio courses.

**THREE HOURS**

**MICHEL, SMITH BOTH SEMESTERS**

**111. PRINTMAKING**—A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. Prerequisite: Art 103, 141, 161.

**THREE HOURS**

**McCOMBS BOTH SEMESTERS**

**121. PAINTING**—Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Students work with life model, still life and landscape. Prerequisite: Art 103, 141, 161.

**THREE HOURS**

**MICHEL BOTH SEMESTERS**

**131. SCULPTURE**—An exploration of various sculpture materials and processes including metal brazing, wood construction, assemblage, direct plaster and clay modeling from the life model. Prerequisite: Art 103, 141, 161.

**THREE HOURS**

**SMITH BOTH SEMESTERS**

**141. LIFE DRAWING**—A study of the structure and movements of the human figure. Various media are employed in working from the life model. Prerequisite to all studio courses.

**THREE HOURS**

**MICHEL, VICKERS BOTH SEMESTERS**

**151. CERAMICS**—Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. Prerequisite: Art 103, 141, and 161.

**THREE HOURS**

**SMITH BOTH SEMESTERS**

**201. FUNDAMENTALS OF PHOTOGRAPHIC ART**—Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. Prerequisite: Art 103, 141.

**THREE HOURS**

**McCOMBS ALTERNATE SEMESTERS**

**205. CRAFTS WORKSHOP**—A study of the creative aspects of such crafts as weaving, ceramics, mosaic, jewelry and similar media. Attention is given to these media, their creative potential, and their application in art education programs. Prerequisite: upperclass status and Art 101, 103, 161 or equivalent.

**THREE HOURS**

**STAFF SUMMER**

**301. DEVELOPING VISUAL AWARENESS**—Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. Prerequisite: Art 101, 102, 141, or 161.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**311. ADVANCED PRINTMAKING**—Continuation of Art 111. May be repeated for credit with permission of the instructor. Prerequisite: Art 103, 111, 141, and 161.

**THREE HOURS**

**McCOMBS BOTH SEMESTERS**

**321. ADVANCED PAINTING**—Continuation of Art 121. May be repeated for credit with permission of the instructor. Students work from life model, still life and landscape. Prerequisite: Art 103, 121, 141, and 161.

**THREE HOURS**

**MICHEL BOTH SEMESTERS**

**331. ADVANCED SCULPTURE**—Individual experimentation in all sculptural media including oxyacetylene and arc welding and bronze casting, and modeling from the life model. Prerequisite: Art 103, 131, 141, and 161.

**THREE HOURS**

**SMITH BOTH SEMESTERS**

**340. ART FOR ELEMENTARY EDUCATION STUDENTS**—The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Prerequisite: Art 161. Same as Education 340.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

## Art

**341. ADVANCED LIFE DRAWING**—Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Various media are employed in working from the life model. Prerequisite: Art 103, 141, and 161.

**THREE HOURS**

**MICHEL, VICKERS BOTH SEMESTERS**

**351. ADVANCED CERAMICS**—Continuation of Art 151; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated with permission of the instructor. Prerequisite: Art 103, 141, 161, and 341.

**THREE HOURS**

**SMITH BOTH SEMESTERS**

**389. GLCA ARTS PROGRAM**—The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the sophomore or junior year. The registrant must be accepted into the program by the Director of the Program.

At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

**SIXTEEN HOURS (MAXIMUM)**

**EITHER SEMESTER**

**490. SPECIAL PROBLEMS IN STUDIO**—Independent study for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**491. INDEPENDENT STUDY IN ART HISTORY**—Independent study for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## BIOLOGY

MR. GREIJ, CHAIRMAN; MR. BRADY, MR. DUSSEAU, MR. OCKERSE, MR. RIECK, MR. VAN FAASEN.

The curriculum of the Biology Department includes courses in cell biology, genetics, physiology, developmental biology, ecology, organismal biology, and marine biology.

Students are encouraged to become actively involved in meaningful research programs. During the past five years, over 35 Hope students have pursued independent biological research with the support of National Science Foundation grants. Additional grants have afforded numerous other students the opportunity to pursue fundamental research in collaboration with faculty colleagues. These efforts have resulted in a large number of publications coauthored by faculty member and student. Each year biology majors also present the results of their work in papers delivered at state and national meetings. Biology students involved in this active program are presently investigating:

- mechanism of a biological clock (i.e. how animals tell time!)
- suspended solids and organic matter contributions of the Black River to Lake Macatawa in the Holland area
- the metabolism of sucrose in relation to hormone-induced growth responses in plants
- induced chromosome breakage in plants and micro-organism

**MAJOR:** The requirements for a biology major are 25 hours of biology, and one year of chemistry. Either the sequence of Chem. 111, 115, and 121 or the sequence of Chem. 101 and 102 will satisfy the chemistry requirement. Due to admission requirements for most graduate, medical, and dental schools, students interested in pursuing advanced degrees should take Math 121 or 131; Physics 121, 122, and 223; and Chem. 111, 115, 121, 221, 255, 256, and 231. Students planning careers in secondary education are advised to take the same courses in mathematics, physics, and chemistry as those pursuing admission to graduate school. All Biology majors must complete one year of Introductory Biology. Students are encouraged to take Biology 111 and 112 in their freshman year.

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**101, 102. GENERAL BIOLOGY**—A year course for non-science majors consisting of one semester of plant biology (101) and one semester of animal biology (102). Intended as an orientation in biological science as one element of a general cultural background. Three classroom periods and one two-hour laboratory. The two semesters may be taken in either sequence. These courses are not intended to be prerequisite for advanced work in biology.

**FOUR HOURS PER SEMESTER**

**STAFF BOTH SEMESTERS**

## *Biology*

**111. PRINCIPLES OF BIOLOGY**—An introductory biology course for science majors consisting of the principles of cellular biology, genetics, and plant development and diversity. Three classroom periods and one three-hour laboratory per week.

**FOUR HOURS**

**OCKERSE, VAN FAASEN FIRST SEMESTER**

**112. PRINCIPLES OF BIOLOGY II**—An introductory biology course for science majors consisting of animal development and diversity; physiology; and ecology. Three classroom periods and one three-hour laboratory per week.

**FOUR HOURS**

**BRADY, GREIJ, DUSSEAU SECOND SEMESTER**

**211. TOPICS IN BIOLOGY FOR ELEMENTARY TEACHERS**—A course designed to introduce the prospective elementary school teacher to concepts of biology.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**217. PRINCIPLES OF HEREDITY**—A course for non-science majors involving the principles of Mendelian genetics. Emphasis is placed on human genetics.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**218. HUMAN ECOLOGY**—This course is designed for non-majors and focuses on man and his environment. Basic ecological principles, human population, and environmental problems will be examined.

**TWO HOURS**

**GREIJ SECOND SEMESTER**

**218A. HUMAN ECOLOGY—DISCUSSION/LABORATORY**—An optional discussion/laboratory designed to give students an opportunity to discuss environmental topics and to become familiar with some environmental laboratory techniques. One two-hour period per week. Prerequisites: Biology 218 or can be taken concurrently. Pass-Fail only.

**ONE HOUR**

**GREIJ SECOND SEMESTER**

**232. COMPARATIVE ANATOMY OF VERTEBRATES**—A selected series of vertebrate types is studied. Two classroom periods and two three-hour laboratory periods. Prerequisites: Biology 102 or 112.

**FOUR HOURS**

**RIECK SECOND SEMESTER**

**234. INVERTEBRATE ZOOLOGY**—The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies of local invertebrates. Two one-hour lecture periods and two three-hour laboratories. Prerequisite: Biology 102 or 112.

**FOUR HOURS**

**BRADY FIRST SEMESTER**

**241. SURVEY OF THE PLANT KINGDOM**—A comparative morphological study of the major groups of plants from the algae through the vascular plants. Two three-hour periods each week include lecture, laboratory and field work, plus one or two weekend field trips. Prerequisite: Biology 101 or 111.

**THREE HOURS**

**VAN FAASEN FIRST SEMESTER**

**295. STUDIES IN BIOLOGY**—A lecture, laboratory or seminar class in a special topic of biology.

**ONE, TWO, or THREE HOURS**

**STAFF ANY SEMESTER**

## *Biology*

**301. GENERAL MICROBIOLOGY**—Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given physiology, genetic systems, and pathogenecity. Three classroom periods and one three-hour laboratory per week. Prerequisites: one year of Biology.

**FOUR HOURS**

**STAFF SECOND SEMESTER**

**315. PRINCIPLES OF ECOLOGY**—The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one three-hour laboratory. Prerequisite: One year of biology.

**FOUR HOURS**

**GREIJ FIRST SEMESTER**

**343. VASCULAR PLANT SYSTEMATICS**—A study of selected families of vascular plants; and includes their biology and evolutionary relationships, and principles of plant classification. Two three-hour periods per week include lecture, laboratory, and field work. Prerequisite: Biology 101 or 111.

**THREE HOURS**

**VAN FAASEN SECOND SEMESTER**

**345. PHYTOPHYSIOLOGY**—A study of growth and metabolism in plants including growth regulatory processes, photoperiodism, photosynthesis, respiration, mineral nutrition, and water economy. Two lectures and two three-hour laboratories. Prerequisite: Biology 101 or 111.

**FOUR HOURS**

**OCKERSE SECOND SEMESTER**

**347. INTRODUCTION TO PALYNOLOGY**—An introductory study of pollen grains and spores. The course includes a study of the development, comparative morphology, and identification of pollen grains and spores of modern and extinct plants; techniques of spore-pollen analysis and the application of sporepollen studies to ecological and geological problems. Prerequisite: One year of biology.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**348. CELL PHYSIOLOGY**—A study of cell biology at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials across the cell membrane, control of enzyme activity and biosynthesis, mechanisms of metabolic interconversions and energy conversions, response to radiations, and current concepts in the regulation of cell growth and differentiation. Three one-hour lectures and one three-hour laboratory per week. Prerequisites: Chemistry 121 or permission of instructor.

**FOUR HOURS**

**OCKERSE SECOND SEMESTER**

**351. ORNITHOLOGY**—An introductory study of the identification, classification, natural history, and adaptations of birds. Two lecture periods and one three-hour laboratory. Prerequisite: Biology 102 or 112.

**THREE HOURS**

**GREIJ SECOND SEMESTER**

**353. HISTOLOGY**—The structure of the cell and its modifications into various tissues. Two classroom periods and one three-hour laboratory period. Prerequisite: Biology 102 or 112. Alternate years beginning 1975-76.

**THREE HOURS**

**RIECK FIRST SEMESTER**

**356. GENETICS**—A course presenting the fundamentals of genetics in relation to general biological problems. Three classroom periods and one three-hour laboratory per week. Prerequisite: Biology 111.

**FOUR HOURS**

**STAFF FIRST SEMESTER**



## *Biology*

**380. FIELD STUDIES IN BIOLOGY**—A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 6 hours credit. Prerequisite: Permission of instructor.

**VARIABLE CREDIT 1-3 HOURS**

**STAFF MAY SESSION**

**421. EVOLUTIONARY BIOLOGY**—A study of current theories concerning the process of evolution and its mechanisms including population genetics, population ecology, systematics, and behavior. Three lecture periods. Prerequisite: One year of biology.

**THREE HOURS**

**BRADY SECOND SEMESTER**

**440. FUNDAMENTALS OF THE HUMAN NERVOUS SYSTEM**—A concentrated study of the morphology of the human central nervous system especially as it relates to functional disorders. Prerequisites: At least one animal biology course plus permission of the instructor. Alternate years beginning 1974-75.

**THREE HOURS**

**RIECK FIRST SEMESTER**

**442. COMPARATIVE PHYSIOLOGY**—A study of physiological mechanisms which allow animals to maintain homeostasis and successfully compete in their environment. Prerequisite: Biology 111 and 112, and one year of chemistry.

**FIVE HOURS**

**DUSSEAU SECOND SEMESTER**

**490. INDEPENDENT RESEARCH IN BIOLOGY**—This course is designed to give students majoring in biology a chance to do research in a field in which they have a special interest. Upon formal application and permission by the head of the department.

**CREDIT BY ARRANGEMENT**

**STAFF BOTH SEMESTERS**

**ASSISTING IN BIOLOGY LABORATORY**—Upon the recommendation of the chairman of the department, a number of students are invited to serve as laboratory assistants during their Junior or Senior year. No credit or honor points will be given toward graduation.

**BIOLOGY COLLOQUIUM**—Guest speakers present seminars concerning some aspect of current research. Biology majors are encouraged to attend. No credit or honor points will be given toward graduation.

## CHEMISTRY

MR. JEKEL, CHAIRMAN; MISS BARKER, MR. BRINK, MR. DOYLE, MR. KLEIN, MR. MUNGALL, MR. WETTACK, MR. WILLIAMS.

The Chemistry Department has long been noted for the excellence of its preparation of students. A 1971 study published in *Chemical Technology* ranks Hope College third among leading liberal arts institutions in the nation in terms of the origins of eminent chemists. The fine facilities and many opportunities for student involvement in chemical research along with excellent student-faculty rapport are partly responsible for this outstanding record.

In addition to numerous grants to support student-faculty research and to develop Hope's outstanding laboratories, the National Science Foundation has awarded the college grants to support undergraduate research for nine consecutive years. As a result many students have the opportunity to co-author papers published in leading journals or presented at state or national meetings prior to their graduation.

Some examples of student-faculty research in the department currently include:

- photochemical energy transfer
- quality of the local watershed in Western Michigan
- properties of the enzyme, DNA polymerase
- transport of mercury in the environment

Thirty-one chemistry majors graduated this past year; each had the opportunity to design a program to meet his or her specific career needs. Students considering industrial chemistry or graduate school may fulfill the requirements for an American Chemical Society approved major, while those going toward medical or dental schools or toward secondary school teaching may design their major accordingly.

**MAJOR:** The minimum requirement for a chemistry major at Hope College is twenty-five semester hours (excluding Chemistry 101, 102, 105, 211, 212 and 213). Chemistry 331 is required of all majors. However, students planning to specialize in chemistry in graduate school or wishing to obtain a position in industrial chemistry should fulfill the major requirements approved by the American Chemical Society. These include the courses, Chemistry 111, 115, 121, 221, 231, 255, 256, 331, 343, 344, 345, 346, and at least two of the following advanced courses, 312, 421 and 422; and at least two of the following laboratory courses 315, 405, 406, and 490. Certain advanced courses in other scientific disciplines may be substituted for some of the advanced lecture courses in chemistry given above. The student should consult the chairman of the Department of Chemistry regarding such courses.

To qualify as an ACS approved major a student is also required to take Mathematics through Differential Equations, and Physics through Physics 223. A one-year competency in a foreign language (usually German or Russian) is

## *Chemistry*

recommended for a chemistry major, provided the student fulfills the Hope College language requirement.

Pre-medical, pre-dental and pre-veterinary students should take at least 25 semester hours (excluding Chemistry 101, 102, 105, 211, 212, and 213) to qualify for a chemistry major. Suggested courses for medicine are given on page 239.

Students who wish to major in chemistry for teaching in secondary school must complete the 30 hour certification requirement. Courses should include Chemistry 331, Physical Chemistry and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Chemistry majors who wish to pursue graduate work in biochemistry should take courses for the ACS approved major including Chemistry 311, 312, and 315.

**101. GENERAL CHEMISTRY**—For a non-science major, elementary education major, and pre-nursing student, or any student who elects chemistry as part of his science requirement at Hope College. The course aims at developing an understanding of the fundamental principles and theories of chemistry. It is not open to science majors or students planning on medicine or dentistry. Classroom, three hours per week; laboratory, three hours per week.

**FOUR HOURS**

**WILLIAMS FIRST SEMESTER**

**102. GENERAL CHEMISTRY**—Introductory organic chemistry and biochemistry are emphasized. Prerequisite: Chemistry 101 or equivalent.

**FOUR HOURS**

**WILLIAMS SECOND SEMESTER**

**105. MOLECULES AND MEN**—This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems. Emphasis will be placed on specific aspects of chemistry as they affect mankind, including pollution, drugs, consumer products, and nuclear chemistry. This course does not apply towards advanced work in chemistry. Lecture, two hours per week. No previous course in chemistry is required.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

**111. GENERAL CHEMISTRY**—First course in chemistry for all students who wish to major in science. This course accompanies Physics 121. The five lectures per week will be divided between the two courses. Topics include stoichiometry, states of matter, periodicity, chemical bonding, chemical structure, solutions, kinetics, chemical equilibrium and electrochemistry. Average of three lectures per week and one recitation. Co-requisite: Physics 121.

**THREE HOURS**

**KLEIN, BARKER FIRST SEMESTER**

**115. LABORATORY OF QUANTITATIVE CHEMISTRY**—An introduction to techniques useful in carrying out quantitative measurements on chemical systems, in preparing compounds and in performing qualitative analyses. Quantitative work emphasizes the use of the analytical balance, volumetric

glassware, pH meters and visible spectrophotometers, to study composition and properties. Laboratory six hours per week, including time for discussion of experiments. Prerequisite: Chemistry 111.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

**121. ORGANIC AND PHYSICAL CHEMISTRY I**—The first portion of the course consists of a continuation of the basic principles of chemistry including the kinetic and energetic aspects of chemical reactions. The second portion focuses on the structure and reactions of carbon compounds. The chemistry of monofunctional aliphatic compounds, particularly those of biological significance, is stressed. Lecture, three hours per week. Prerequisite: Chemistry 111. Prerequisite or Co-requisite: Math 121, 131, or 133.

**THREE HOURS**

**BRINK, DOYLE SECOND SEMESTER**

**213. SCIENCE LABORATORY FOR ELEMENTARY TEACHERS**—A course designed to introduce the prospective elementary education teacher to those laboratory techniques and procedures most useful in the elementary classroom. Demonstrations and experiments in biology, chemistry, geology and physics will be selected to reinforce concepts acquired in lecture and to serve as a basis for future teaching of science. This course is the same as Physics 213 and is commonly taken in the junior year. Prerequisites: completion of at least two of the science courses for elementary school teachers or permission. Offered for the last time in 1974-75.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**221. ORGANIC AND PHYSICAL CHEMISTRY II**—The course includes certain basic principles of chemistry such as spectroscopy and molecular structure and continues the chemistry of carbon compounds begun in Chemistry 121. The determination of structure by spectral means as well as the chemistry of aromatic compounds will be discussed. Lecture, 3 hours per week. Prerequisite: Chemistry 121.

**THREE HOURS**

**WETTACK, DOYLE FIRST SEMESTER**

**231. ORGANIC AND BIOLOGICAL CHEMISTRY**—Continuation of Chemistry 221 with emphasis on construction of complex molecules, including those found in biological systems. Prerequisites: Chemistry 211 and 255.

**THREE HOURS**

**MUNGALL, STAFF STAFF SECOND SEMESTER**

**245. PHYSICS AND CHEMISTRY FOR ELEMENTARY TEACHERS**—A course designed to introduce to prospective elementary teachers the physical and chemical sciences appropriate to elementary education. Topics include scientific method, descriptive astronomy, mechanics, electricity, concepts of chemical reactions and physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None

**FIVE HOURS**

**WETTACK, MARKER FIRST SEMESTER**

**255. ORGANIC CHEMISTRY LABORATORY I**—The laboratory stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisite: Chemistry 121.

**TWO HOURS**

**STAFF FIRST SEMESTER**

## *Chemistry*

**256. ORGANIC CHEMISTRY LABORATORY II**—A continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 221 and 255.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**311. BIOCHEMISTRY I**—The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 231.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**312. BIOCHEMISTRY II**—A continuation of Chemistry 311 with emphasis on metabolic pathways and special topics in biochemistry. Prerequisite: Chemistry 311.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**315. BIOCHEMISTRY LABORATORY**—General biochemistry experiments including enzyme purification and characterization, N-terminal analysis, metabolism studies with radioisotopes, and x molecular weight determination. Techniques include various types of chromatography, centrifugation, electrophoresis, and radioisotope tracer methodology. Laboratory, 3 hours per week. Prerequisite: Chemistry 311.

**ONE HOUR**

**STAFF SECOND SEMESTER**

**331. REACTIONS IN SOLUTION**—A study of physical and chemical processes occurring in solution. The course will relate the concept of chemical periodicity to the descriptive and equilibrium aspects of acid-base, coordination, redox, and electrode processes. The thermodynamic and analytical implications of these processes will also be stressed. Prerequisite: Chemistry 221.

**FOUR HOURS**

**KLEIN, WILLIAMS, STAFF**

**343. PHYSICAL CHEMISTRY I**—Emphasis is placed on a study of the thermal properties of gases, liquids, solids and solutions. The way in which temperature, pressure, volume and chemical composition determine the state of chemical equilibrium and the rate at which equilibrium is attained and studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week. Prerequisites or corequisites: Chemistry 121, Mathematics 134 and Physics 223.

**THREE HOURS**

**BRINK FIRST SEMESTER**

**344. PHYSICAL CHEMISTRY II**—The quantum description of matter will be investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or corequisites: Chemistry 221, Mathematics 134, Mathematics 270 (strongly suggested), and Physics 223.

**THREE HOURS**

**WETTACK SECOND SEMESTER**

**345. PHYSICAL CHEMISTRY LABORATORY I**—An introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods and vacuum techniques in obtaining accurate data from chemical systems. Laboratory, 3 hours per week. Corequisite: Chemistry 343.

**ONE HOUR**

**BRINK, WETTACK FIRST SEMESTER**

**346. PHYSICAL CHEMISTRY LABORATORY II**—A continuation of Chemistry 345. Prerequisites: Chemistry 343 and 345.

**ONE HOUR**

**BRINK, WETTACK SECOND SEMESTER**

**405. ADVANCED LABORATORY I**—The laboratory work incorporates concepts and techniques from the areas of inorganic, physical, analytical and biochemistry. The student will be given an individually tailored set of experiments depending on his background and interests. Prerequisite: Chemistry 343 and 346.

**ONE, TWO or THREE HOURS**

**STAFF FIRST SEMESTER**

**406. ADVANCED LABORATORY II**—A continuation of Chemistry 405. Prerequisite: Chemistry 343 and 346.

**ONE, TWO or THREE HOURS**

**STAFF SECOND SEMESTER**

**421. STRUCTURE, DYNAMICS, AND SYNTHESIS I**—An integrated discussion of advanced topics in physical, analytical, organic, and inorganic chemistry. Topics will include stereochemistry, organic synthesis, chemistry of metals and nonmetals, kinetic molecular theory and electroanalytical chemistry. Prerequisite: Chemistry 343.

**FOUR HOURS**

**STAFF FIRST SEMESTER**

**422. STRUCTURE, DYNAMICS AND SYNTHESIS II**—A continuation of Chemistry 421. Lectures will cover chemical kinetics, solid state, molecular quantum mechanics, group theory, radiochemistry, spectroscopy, reaction mechanisms, and structure-reactivity relationships. Prerequisite: Chemistry 344.

**FOUR HOURS**

**STAFF SECOND SEMESTER**

**490. INDEPENDENT RESEARCH IN CHEMISTRY**—For chemistry majors. Course provides opportunity to do research in a field in which student has special interest. By special permission of the chairman of the department.

**ONE, TWO or THREE HOURS**

**STAFF FIRST SEMESTER**

**700. RECENT ADVANCES IN CHEMISTRY**—Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.

**SIX HOURS (MAXIMUM)**

**STAFF**

**801. IMPLEMENTATION PROJECT IN CHEMISTRY**—An eight-week summer course for high school teachers of chemistry. Admission by permission of the director of the project. Classroom, fifteen hours per week; laboratory, ten hours per week.

**EIGHT HOURS GRADUATE CREDIT**

**JEKEL SUMMER SESSION**

**ASSISTING IN CHEMISTRY LABORATORY**—Upon the recommendation of the chairman of the department, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation.

**CHEMISTRY SEMINAR**—Guest speakers, chemistry staff members, and students lead discussions centering on some aspects of current chemical research. These seminars will have campus publicity. No credit or honor points will be given toward graduation.

## *Chemistry*

**TEACHING OF SCIENCE**—See Education 331.

**FRESHMAN CHEMISTRY COLLOQUIUM**—An optional program for freshmen who may be interested in a career in chemistry. Staff members and occasional guest speakers will speak and lead discussions on research areas currently active at Hope College. At the conclusion of the program, selected students will be invited to become active in a research program. No credit or honor points will be given toward graduation.

**STAFF    FIRST SEMESTER**

## COMMUNICATION

MR. HOPKINS, CHAIRMAN; MISS GRITZMACHER; MR. MAC DONIELS, Assisting Faculty: MR. KLUNGLE, MR. MIKLE, MR. OSBORNE.

The Communication Department provides a student with a broad understanding of human communication. The department emphasizes interpersonal communication skills, speech communication, organizational communication, and communication via the mass media.

In addition to mastering their discipline, students majoring in communications have engaged in a number of educationally enhancing activities, such as:

- participating in collegiate forensics and debate
- developing public information materials
- working on radio and television productions both on campus and in local stations
- assisting in the teaching of underclass courses
- serving on local newspaper staffs

Communication majors at Hope very often link their academic program with other disciplines on campus, particularly business and economics, religion, sociology, and theater.

Recent graduates in the Communication Department are engaged in satisfying careers such as:

- news editor at a Midwest radio station
- reporter on a Midwest newspaper
- pastor of a Midwest Protestant congregation
- professor of speech at an Eastern university
- teacher of Speech and Theater at a Midwest high school
- student personnel administrator at Ohio university

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The offerings of the Department of Communication strive to satisfy three major areas of student interest:

**LIBERAL ARTS**—Students at Hope College, during their four years of undergraduate training, are urged to investigate numerous disciplines. Communication 101 (The Communication Process) is the Department of Communication's course designed for such investigation and can partially satisfy a student's Social Science requirement. This course is essential to a student's total development, because it emphasizes human interaction through communication.

**PROFESSIONAL PLANS**—Many students will find courses in the Department of Communication helpful in preparation for their future work in numerous fields, such as business, law, the ministry, government, education, public service, theater, broadcasting, public relations, etc.



## Communication

**COMMUNICATION MAJOR**—The General Criteria for acceptance in the communication major program includes: completion of minimally two communication courses; and classroom exposure to at least two communication faculty members. Students interested in majoring in Communication may develop a program tailored to their needs and interests. The student's departmental advisor will assist in the construction of a program in one of the three divisional areas comprising the Department of Communication: Interpersonal, Organizational or Mass Communication. A communication major must complete a minimum of 30 hours in Communication and/or related disciplines. Particular courses in Business, Education, English, History, Political Science, Psychology, Sociology and Theater, depending on a student's goals, will be recommended.

Communication majors should take Communication 101 before enrolling in other courses in the department. Other courses required of majors are: Communication 151 (Introduction to Mass Communication) and Communication 161 (Organizational Communication and Behavior).

Communication majors who are pursuing a teaching certificate must also participate in debate and minimally one individual forensic activity during their college career. Besides teaching, communication majors may pursue graduate education or eventual careers in public relations, law, personnel management, industrial communication, advertising and sales, government service, human relations, the ministry, journalism or broadcasting.

**DEPARTMENTAL SERVICES**—For those students who recognize they require special individual attention, two non-credit laboratory programs are available: *Communication Improvement Laboratory* and *Communication Anxiety-Reduction Laboratory*. Students may individually request assistance or be referred to the department. All inquiries or referrals should be directed to the departmental chairman.

**010. COMMUNICATION IMPROVEMENT LABORATORY**—Designed for the student who possesses certain defective vocal production patterns. Students who recognize their own problems, or who are referred by someone on campus, may seek assistance through the departmental chairman.

**NO CREDIT**

**EACH SEMESTER**

**020. COMMUNICATION CONFIDENCE LABORATORY**—Designed for the student who experiences covert or overt anxiety in formal and informal communication situations. Students who are cognizant of the ill-effect their anxiety has on their ability to communicate efficiently and effectively, or who are referred by someone on campus, may seek assistance through the departmental chairman.

**NO CREDIT**

**EACH SEMESTER**

**101. THE COMMUNICATION PROCESS**—An Introductory course, exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration is given to various communication models, meaning and how it is transferred and ways of measuring success in communication. The course may be taken in partial fulfillment of The College's Social Science requirement.

**THREE HOURS**

**STAFF EACH SEMESTER**

## *Communication*

**151. INTRODUCTION TO MASS COMMUNICATION**—An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

**THREE HOURS**

**HOPKINS FIRST SEMESTER**

**161. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR**—An analysis of the inter-relationship between communication and organization. The role and influence of communication in organizations and of organizations(s) on communication behavior receives primary emphasis. Theoretical and pragmatic perspectives of communication systems, message economy and efficacy and communication barriers will receive attention.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**200. COLLEGIATE FORENSICS**—Designed for students interested in training in debate, oratory, extemporaneous speaking, and oral interpretation. Debate sessions will meet on a regularly scheduled basis and time during the afternoon. Students who enroll in this class for debate work should consider enrolling in Communication 271 concurrently. However, it is not necessary. Those who enroll for work in individual activities should consider enrolling in Communication 270 or 241, depending on the activity. Meeting times for individual activities will be determined jointly by the instructor and student. Academic credit of zero (0) to two (2) hours will be awarded those students who satisfy the requirements established by the instructor. This course may be repeated for a maximum total of four (4) hours.

**ZERO to TWO HOURS**

**GRITZMACHER, MIKLE BOTH SEMESTERS**

**201. VOICE AND DICTION**—Course includes the study of the physiology of the speech and hearing mechanisms and the phonemes used in speaking the English language. This is followed by a study of the process of voice production: respiration, phonation, resonance and articulation; it culminates in individual practice in the development and improvement of effectiveness in speech. Same as Theatre 201.

**THREE HOURS**

**MIKLE FIRST SEMESTER**

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**241. ORAL INTERPRETATION OF LITERATURE**—This is a basic course, the aim of which is to develop an understanding and appreciation of prose and poetry, and to train the student in effective means of oral expression through imagery, mood and theme.

**TWO HOURS**

**GRITZMACHER FIRST SEMESTER**

**251. BROADCASTING IN CONTEMPORARY SOCIETY**—A study in mass communication which traces the history, development and use of radio in the educational, cultural and journalistic aspects of our society. The course introduces the student to practice in the medium.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**255. JOURNALISM I**—A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing and its influence in contemporary society. Prerequisites: English 113 recommended only.

**THREE HOURS**

**OSBORNE FIRST SEMESTER**

## *Communication*

**270. PUBLIC SPEAKING**—A course following the classical outline of public speaking, with emphasis on invention, arrangement style, memory and delivery. Stress is placed upon the modes of delivery, with special emphasis on extempore speaking. Speech composition is studied in some detail.

**THREE HOURS**

**MIKLE SECOND SEMESTER**

**271. LOGICAL BASES OF COMMUNICATION**—An analysis of the principles of argumentation. The course focuses on logical methods of inquiry in the analysis of issues, development of arguments and construction of messages related to contemporary problems in society. Prerequisites: Philosophy 201 recommended only.

**THREE HOURS**

**GRITZMACHER FIRST SEMESTER**

**272. GROUP DISCUSSION AND CONFERENCE LEADERSHIP**—An investigation of the principles and methods of discussion and conference leadership. The course emphasizes reflective thinking, leadership, group cohesiveness and the practical application of discussion forms. Prerequisites: Communication 101 or permission of instructor.

**THREE HOURS**

**MAC DONIELS SECOND SEMESTER**

**295. STUDIES IN COMMUNICATION**—A lecture or seminar class in a special topic of the discipline offered at the sophomore level.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**341. ADVANCED ORAL INTERPRETATION**—This is an advanced course in oral interpretation. Prose, poetry and drama are studied in some depth, and practice is given in planning and presenting materials. Prerequisite: Communication 241. Offered alternate years, 1975-76.

**THREE HOURS**

**GRITZMACHER SECOND SEMESTER**

**356. JOURNALISM II**—An advanced course in special principles and applications of Journalism. Advanced reporting criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisites: Communication 255 or equivalent.

**THREE HOURS**

**OSBORNE SECOND SEMESTER**

**361. COMMUNICATION THEORY**—A survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on both interpersonal and mass communication theories and models. A dual theoretical perspective will be utilized embracing behavioral as well as phenomenological points of view. Prerequisites: Communication 101 or permission of instructor.

**FOUR HOURS**

**MAC DONIELS FIRST SEMESTER**

**388. THE TEACHING OF SPEECH-COMMUNICATION**—An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Offered alternate years, 1974-75. Prerequisites: A major or minor in interpersonal communication.

**TWO HOURS**

**STAFF FIRST SEMESTER**

## *Communication*

**410. PERSUASION AND PROPAGANDA ANALYSIS**—Attention to the problems, methods and ethics of social influence through communication. Emphasis is placed upon a comparison of information; argument; logical, emotional and psychological appeals as instruments of influence; and analysis of propaganda and mass persuasion; and the basic problems of developing persuasive discourses. Prerequisite: Communication 270 or permission of instructor.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**450. SOCIAL IMPACT OF MASS COMMUNICATION**—An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisites: Two prior courses in mass communication or permission of instructor.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**490. INDEPENDENT STUDIES IN COMMUNICATION**—A program permitting the advanced student in Communication an opportunity to broaden his perspectives or intensify his study in a communication area of his unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairman and instructor, and final departmental approval of proposal. Student will defend his study before a departmental examining board. Prerequisites: approval.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**495. ADVANCED STUDIES IN COMMUNICATION**—A lecture or seminar or intern program in a special topic of the discipline offered for majors in the department.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## COMPUTER SCIENCE

MR. MARKER, CHAIRMAN.

A computer science major has just recently been approved but the details and specific requirements of this program were not developed in time for publication in the *Catalog*. By the opening of the Fall Semester 1974-75 these specifics will be available from the chairman of this department.

Computer science courses currently available are the following: (see the Math Dept. listings for descriptions).

Computer Science 180—Introduction to Computer Science

Computer Science 280—File Management

Computer Science 282—Computer and Program Organization

Computer Science 288—Advanced Modeling and Optimization of Complex Systems (cf. Physics 288)

Computer Science 372—Numerical Analysis

Computer Science 381—Data Structures

Computer Science 383—Programming Languages

Computer Science 490—Independent Study and Research

Computer Science 495—Advanced Studies

Many academic disciplines use extensively the computer as a research tool. Students interested in developing computer science expertise for the purpose of using the computer in their discipline are encouraged to consult early with their advisors in order to employ this resource in their academic program.

## DANCE

MR. RALPH, MR. VANDERBILT, ACTING CO-CHAIRMEN; MR. ASCHBRENNER, MR. CECIL, MR. GREEN, MISS PARKER, MR. TAMMI; Assisting Faculty: MRS. DeBRUYN, MR. RAHN, MR. RIFFEL.

This unique interdisciplinary Dance program is a result of the combined efforts of the Theatre and Physical Education—Recreation departments, with the Theatre Department having primary responsibility. Students desiring preparation in Dance are advised to take a total of 20 hours, approximately 10 hours of theory and 10 hours of technique courses. The theory course requirements are: Dance 201, 202 or 300, 221, 305, 315, and 320. Technique courses include: Dance 106, 110, 114, 126, 203, 211, 212 and 300 or 202. The student who appears deficient in rhythm and dance accompaniment will be advised to enroll in Dance 202; the more advanced student who does not evidence this deficiency will be advised to enroll in Dance 300. (See advisor for clarification.)

**OPPORTUNITIES:** Preparation in Dance can generally lead to the following possibilities:

1. Dance instructor in public or private schools
2. Graduate student in Dance
3. Dance performer
4. Recreator in Dance
5. Dance therapist

**MEANINGFUL EXPERIENCES.** Students studying Dance will want to be active participants in numerous enriching experiences during their academic preparation. Minimum expectations are that Dance students would participate for at least two semesters in college dance activities including tryouts, auditions, and/or performances. (See Chairman for additional information.)

**ELECTIVE COURSES.** Courses which appear to be the most appropriate elective courses in the Dance program are: Dance 115, Theatre 113, 215, 223, 224, and 335, and Physical Education 107, 118, and 381.

**106. MODERN DANCE I**—Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems.

ONE HOUR

DeBRUYN BOTH SEMESTERS

**110. FOLK AND SQUARE DANCE**—An introduction to folk and square dance techniques. Special emphasis will be given to the cultural aspects of the development of both types of dance.

ONE HOUR

PARKER BOTH SEMESTERS.

## *Dance*

**111. JAZZ I**—A study of jazz technique, free style movement, floor and barre work, and combinations. The purpose of the course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance.

**ONE HOUR**

**RAHN BOTH SEMESTERS**

**112. JAZZ II**—This course is designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance.

**ONE HOUR**

**RAHN ALTERNATE SEMESTERS**

**114. PERIOD DANCE STYLES**—Special attention in this course is given to period styles, period dances, and the handling of period costumes.

**TWO HOURS**

**TAMMI SECOND SEMESTER**

**115. TAP**—An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance.

**ONE HOUR**

**RAHN FIRST SEMESTER**

**126. MODERN DANCE II**—A continuation of beginning Modern Dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Same as Physical Education 126.

**ONE HOUR**

**STAFF BOTH SEMESTERS**

**201. EURHYTHMICS I**—The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.

**ONE HOUR**

**ASCHBRENNER, CECIL SECOND SEMESTER**

**202. EURHYTHMICS II**—Continuation of Dance 101.

**ONE HOUR**

**ASCHBRENNER, CECIL SECOND SEMESTER**

**203. BALLET I**—The study of basic foot, arm, and body positions in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps.

**ONE HOUR**

**RIFFEL SECOND SEMESTER**

**221. ANATOMY AND KINESIOLOGY**—The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 102 and Physical Education 211. Same as Physical Education 221.

**THREE HOURS**

**GREEN SECOND SEMESTER**

**300. DANCE IMPROVISATION**—The development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing performing sensitivity and means of discovering the body's natural movement style, as a prelude to dance composition. Prerequisites are Dance 105, 106, 111, 112, and 126.

**ONE HOUR**

**De BRUYN, RAHN ALTERNATE SEMESTERS**

## *Dance*

**305. DANCE COMPOSITION**—This is an introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme and group choreography. Prerequisite: Two semesters of Techniques and Fundamentals in Modern Dance or Physical Education 315. Same as Physical Education 305.

**TWO HOURS**

**De BRUYN ALTERNATE YEARS**

**315. TEACHING OF DANCE**—Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 205 or Dance 106 and Dance 126. Same as Physical Education 315. Alternate Years.

**TWO HOURS**

**De BRUYN SECOND SEMESTER**

**320. HISTORY OF DANCE**—A survey of the development of man through dance from primitive times to the twentieth century, with a focus on ballet and dance in America.

**THREE HOURS**

**De BRUYN, TAMMI FIRST SEMESTER**



## ECONOMICS AND BUSINESS ADMINISTRATION

MR. RICHARDSON, CHAIRMAN; MR. DE BOER, MR. HARJU, MR. HENDERSON, MR. HEEREMA, Assisting Faculty: MR. VAN LENTE, MR. CAMPBELL.

The Department of Economics and Business Administration follows the continental tradition of stressing both theoretical and applied concepts of economics and business. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management.

Students majoring in Economics and Business Administration are encouraged to participate in field trips and business internships and to study contemporary business and economic problems. For example, students in recent years have done:

1. a cost-benefit study of making Lake Macatawa suitable for swimming.
2. a market potential study for a land development corporation.
3. a study of the impact of advertising on consumer behavior.
4. the creation of a total marketing program for a major American corporation.

Distinguished economists and businessmen frequently visit the campus and lead small group discussions. Several businessmen serve as mentors to majors in the department.

The courses in investments, insurance, real estate, business law and advanced accounting are taught by professionals. Computer simulations, management games and case studies are also utilized.

118 The George F. Baker Foundation is currently sponsoring 13 Baker fellows (8 men and 5 women). These students, all of whom show promise of being business leaders, are also eligible for Baker M.B.A. scholarships.

Economics and Business majors, after completing a "core-course" sequence, are able to "contrast" for the fulfillment of their major program. Many are taking advanced courses in computers; others are working more extensively in communications; still others are developing greater sophistication in accounting and management skills.

Approximately 50% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration and business administration. Those who choose to begin their career upon graduation are highly sought after by businesses and corporation.

Recent graduates of this department are employed as:

- management consultants
- investment brokers
- market researchers
- system analyst
- entrepreneurs
- accountants

## *Economics and Business Administration*

Courses in the combined Department of Economics and Business Administration are listed below. A student may qualify for a major in either economics or business administration. In majoring in either area the student will normally take Econ 201 and 202 in the Freshman or Sophomore years. If he majors in business administration he will normally take Business Administration 221 and 222 in the Sophomore year. It is possible, however, for a student to begin in the Junior year if he has satisfied most of the general college requirements with department approval he may take certain upper-class offerings along with the Sophomore courses. Students majoring in other departments who wish to elect at least one economics course should elect either Econ 201, 315, or 402. For Seniors in other departments who have particular interest in certain of the business courses, it is possible, subject to department approval, to elect from the following without having had the usual prerequisites: Principles of Management (351), Business Law (341), Investment Fundamentals (461), and Insurance (343). The same applies in the case of Econ 401 and 404.

**ECONOMICS MAJOR:** The program for this major requires that the student apply for a major in Economics. Upon approval by the department he will be assigned an advisor from the department. Together they will work out a tentative program for him to complete the major in Economics. Such a program will consist of at least 36 hours of courses taken within the department of their equivalent. A committee of three will then be formed normally consisting of the student's Advisor and two other members of the department faculty. An obvious case for an exception would be when the student desires a double major. The committee and the student will formalize his program of studies, have it reviewed by the department chairman, and this program will become the student's requirement for a major in economics. Such a procedure should ensure the development of a program which meets the individual needs and abilities of each student.

The economics major serves effectively in preparing the student for graduate study in either economics or business administration. When combined with proper electives it becomes a valid pre-law major or else can lead to public school teaching at the secondary level. It serves also as preparation for direct placement in business or government positions.

**BUSINESS ADMINISTRATION MAJOR:** A major in this field follows basically the same format as an Economics major. Normally, however, requests for a major in this discipline should be submitted after completion of Business Administration 221 and 222. Following acceptance by the department the same procedure as in Economics will be followed.

The major in business administration serves a twofold purpose: to provide a solid foundation for those wishing to enter graduate school and to provide an education in the liberal arts tradition which will prepare students for direct placement in business careers.

### **A — Economics**

**201. PRINCIPLES OF ECONOMICS—**A general introduction to economic principles, concepts and problems designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level

## *Economics and Business Administration*

work. The course deals with the nature and functions of the economic system with particular emphasis on the determination of the level of employment, the price level and questions of growth and development. Attention is given to theoretical models used in the establishment of governmental monetary and fiscal policy.

**THREE HOURS**

**HARJU, HEEREMA, HENDERSON, RICHARDSON**

**202. PRINCIPLES OF ECONOMICS**—A continuation of course 201 emphasizing the role of prices and the theory of the firm in allocating resources to production. A number of special problems are considered in the final section of the course. Prerequisite: Economics 201.

**THREE HOURS**

**HARJU, HEEREMA, HENDERSON, RICHARDSON**

**295. STUDIES IN ECONOMICS**—A lecture or seminar class in a special topic of economics for majors and non-majors in the discipline.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**301, 302. MONETARY AND FISCAL THEORY AND POLICY**—Systematic introduction to monetary and fiscal theories and policies of governments designed to influence the level of economic activity. Included are concepts about and the composition of the product and income estimates theory of national income determination, and applications of income-employment theory. Prerequisite: Economics 201.

**THREE HOURS**

**HARJU, HENDERSON**

**303. PRICING AND DISTRIBUTION THEORY**—Intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 201.

**THREE HOURS**

**HENDERSON**

**308. INTERNATIONAL ECONOMICS**—Survey of the field of international trade with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201.

**THREE HOURS**

**HARJU**

**313. ECONOMIC ANTHROPOLOGY**—An analysis of cultural factors that underlie and contribute to or retard economic growth and development in countries and regions. Contemporary economic experiences of industrial and non-industrial societies are analyzed in the light of historic perspective and economic and anthropological theory. Prerequisite: Economics 201, and consent of the instructor.

**THREE HOURS**

**HARJU**

**315. HISTORY OF WESTERN CAPITALISM**—A course beginning with the heritage of ancient and medieval economic institutions tracing the rise of capitalism and examining the restructuring of the system necessitated by structural changes in society such as: the rise of industrialization, the growth of labor movements, war, and the emergence and domination of the corporation. Prerequisite: Consent of the instructor.

**THREE HOURS**

**HEEREMA**

## *Economics and Business Administration*

**401. HISTORY OF ECONOMIC THOUGHT**—An introduction to, and critical survey of, the important men and ideas in economic theory. Attention is given to the interaction of ideas and the time, and to the evolution of significant economic doctrines. Prerequisite: Economics 201, or consent of the instructor.  
**THREE HOURS** **HENDERSON**

**402. COMPARATIVE ECONOMIC SYSTEMS**—A comparison of the ways in which different societies organize their economy to achieve certain desired social goals. Prerequisite: Consent of the instructor.  
**THREE HOURS** **HEEREMA**

**404. ECONOMIC GROWTH AND DEVELOPMENT**—A study of the factors that influence the growth and development of modern economics with particular emphasis of the "underdeveloped nations." Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 201 or consent of instructor.  
**THREE HOURS** **HARJU**

**490. INDEPENDENT STUDIES IN ECONOMICS**—Independent studies in advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.  
**ONE, TWO or THREE HOURS** **STAFF ANY SEMESTER**

**495. ADVANCED STUDIES IN ECONOMICS**—A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairman.  
**ONE, TWO or THREE HOURS** **STAFF ANY SEMESTER**

## **B — Business Administration**

**221, 222. PRINCIPLES OF ACCOUNTING**—A comprehensive introduction to accounting methods and applications covering two semesters of study. Two hours of lecture and discussion and one two-hour laboratory per week.  
**SIX HOURS** **STAFF**

**295. STUDIES IN BUSINESS**—A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.  
**ONE, TWO or THREE HOURS** **STAFF ANY SEMESTER**

**321, 322. INTERMEDIATE ACCOUNTING**—Continuation of the study of accounting theory and practice at the intermediate level with attention centering on asset items of the balance sheet. Prerequisite: Economics 201, Business Administration 221 and 222.  
**SIX HOURS** **STAFF**

**331. MARKETING PRINCIPLES**—Study of the distributive process and marketing problems covering functions, institutions, methods, commodity marketing, merchandising, prices, and competition. Prerequisite: Economics 201.  
**THREE HOURS** **RICHARDSON**

## *Economics and Business Administration*

**332. MARKETING COMMUNICATIONS**—Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy.

**THREE HOURS**

**STAFF**

**341. BUSINESS LAW**—A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201.

**THREE HOURS**

**STAFF**

**343. INSURANCE**—Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision and social insurance. Prerequisite: Economics 201.

**THREE HOURS**

**VAN LENTE**

**351. PRINCIPLES OF MANAGEMENT**—Study of traditional managerial principals and processes as usually associated with business but important also in the conduct of church, school, and other nonbusiness affairs. Prerequisite: Economics 201 or consent of the instructor.

**THREE HOURS**

**STAFF**

**352. PERSONNEL ADMINISTRATION**—Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 351.

**THREE HOURS**

**STAFF**

**356. QUANTITATIVE MANAGEMENT**—Decision making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situation which lend themselves to numerical analysis.

**THREE HOURS**

**STAFF**

**122 421. COST ACCOUNTING**—An introduction to the subject matter of cost accounting with particular attention given to objectives and methods of "standard cost" accounting. This course stresses managerial use of computations and accounting procedures. Prerequisite: Economics 201 and Business Administration 221 and 222.

**THREE HOURS**

**STAFF**

**452. MANAGEMENT PROBLEMS**—Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to case work. Course should be elected by all Business Administration majors during their senior year.

**THREE HOURS**

**RICHARDSON**

**461. INVESTMENT FUNDAMENTALS**—Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisite: Economics 201 and Business Administration 221 and 222.

**THREE HOURS**

**STAFF**

## *Economics and Business Administration*

**464. FINANCE PRINCIPLES**—Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business Administration 221, 222, and 351.

**THREE HOURS**

**STAFF**

**490. INDEPENDENT STUDIES IN BUSINESS**—Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**495. ADVANCED STUDIES IN BUSINESS**—A lecture or seminar in a special topic in advanced business. Prerequisite: advanced standing in the department and approval of the chairman.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## EDUCATION

MR. DIRKSE, CHAIRMAN; MR. BAKKER, MR. BRYSON, MR. BULTMAN, MRS. MILLER, MR. PAUL, MR. SCHACKOW.

The Department of Education seeks to prepare students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major in an academic field and a professions sequence under the Department of Education. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and, simultaneously, helps him acquire those teaching skills that make for effective teaching. Students enroll in courses such as "Educational Psychology", "Elementary Curriculum", or "Secondary Curriculum", and "Student Teaching".

Currently, Hope students planning to teach are participating in many activities:

- some are tutoring students in classroom situations
- some are Big Brothers or Big Sisters in our Higher Horizons Program
- some are assisting in Special Education classes
- some are working with small groups of students
- those student teaching have a choice in inner-city schools in large metropolitan areas, schools in suburban settings, schools in Western Michigan and some rural settings

Many students go on to graduate schools and focus their attention in special areas of education such as:

Reading, Curriculum Development, Administration and Counselling

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Even in today's "tight" job market, graduates from Hope's Department of Education have been very successful. In 1973 more than 75% of those Hope graduates seeking teaching positions were placed in schools in this country and abroad. The Department of Education actively recruits students who possess academic promise, interpersonal and pedagogical skills and who, at the same time, aim for excellence in the teaching and educational vocations.

In addition to classroom teaching, graduates from the Education Department are currently serving as:

- personnel directors in public and private educational systems
- superintendents of local school systems
- counsellors at high schools
- curriculum development consultants for major industrial firms
- teachers in "open-classroom" schools

Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Requests for admission should be made during the sophomore year. Information concerning admission criteria and procedures is available in the office of the Department of Education.

Students planning to teach should follow the requirements for certification as established by the state in which they wish to teach. Inasmuch as teaching requirements vary among states, students should confer with the Department's Director of Certification.

In fulfilling the requirements for a teaching certificate in the state of Michigan, the Hope College student must do the following:

1. Secure formal admission to the Teacher Education program.
2. Complete Psychology 100 before entering any course in the Department of Education.
3. Complete the Professional Education Sequence which has been established.
  - a. Elementary—Complete Education 220, 310, 460 or 500, 450, 470; Elective (300, 340, 345, 410)
  - b. Secondary—Complete Education 220, 360, 460 or 500, 480, and a special methods course in the major or minor field.
4. Complete the minimum requirements for the major and minor sequences.
  - a. Elementary: A major of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours or a straight academic minor of 20 hours.
  - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour course in one discipline.
5. Satisfy the general requirements for the A.B. degree at Hope College.

Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 220 during their sophomore year and reserve one semester of the senior year for the professional Semester program, during which they will take specified education courses as well as student teaching. Request for student teaching should be made in the junior year. No student will be allowed to student teach if he/she has not been admitted to the Teacher Education Program. Arrangements for student teaching have been made with the school systems in Western Michigan. The Michigan Certification Code requires that a student have a 2.0 average before he may be assigned to student teaching; the college also requires that he has a 2.3 grade point average in his major. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following three courses: Biology 211, Physics 211 and Chemistry 212. These courses plus the laboratory experience in Science 211 will fulfill the science requirement for graduation. Exclusion from this requirement may only be made with the permission of the Chairman of the Education Department. Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas or in rural places. Some students fulfill this requirement in Philadelphia in our Urban Semester program.

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Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee to place students in positions. Credentials must be completed during the semester in which the student does his student teaching. They are then placed on file in the Placement Office.



## *Education*

**220. EDUCATIONAL PSYCHOLOGY**—The growth and development of childhood in all phases, but with special stress on mental development. Careful study of the learning process with implications for teaching and guidance.

**FOUR HOURS**

**BRYSON**

**265. SOCIOLOGY OF EDUCATION**—Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Education 220 (Education Psychology).

**THREE HOURS**

**STAFF**

**295. STUDIES IN EDUCATION**—This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas. Prerequisite: Permission by Chairman of Department.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**300. ELEMENTARY SCHOOL MUSIC METHODS**—Same as Music 300.

**TWO HOURS**

**HOLLEMAN**

**310. ELEMENTARY CURRICULUM AND METHODS**—An examination of the modern elementary school curriculum—its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Language Arts, Reading, Social Studies, Arithmetic, and Science. Students spend approximately 25 hours of the semester in elementary classrooms, teaching self-prepared units in these five subject areas. Recommended for the junior year.

**EIGHT HOURS**

**DIRKSE, PAUL, SCHACKOW**

**321. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL\***—Methods and material used in teaching the social studies at the junior and senior high school levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc.

**TWO HOURS**

**BAKKER FIRST SEMESTER**

**323. TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL\***—Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.

**TWO HOURS**

**STEKETEE FIRST SEMESTER**

**330. THE EXCEPTIONAL CHILD**—A psychological study of the child who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional children: mentally retarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisites: Psychology 100 or Education 220.

**THREE HOURS**

**BRYSON BOTH SEMESTERS**

\*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

**331. TEACHING OF SCIENCE IN SECONDARY SCHOOL\***—Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, and Physics.

**TWO HOURS**

**BULTMAN FIRST SEMESTER**

**340. ART EDUCATION FOR ELEMENTARY EDUCATION STUDENTS**—A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 101 or permission. Same as Art 340.

**TWO HOURS**

**STAFF**

**345. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL**—Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

**TWO HOURS**

**PARKER**

**355. AUDIO-VISUAL COMMUNICATIONS**—Problems of production and usage are considered together with the communication impact of media presentations.

**THREE HOURS**

**STAFF FIRST SEMESTER  
AND SUMMER OF ALTERNATE YEARS**

**360. SECONDARY PRINCIPLES AND METHODS**—A study of secondary schools, their origins, purposes, curriculum, principles, and general methods of teaching. The course is designed, along with special methods courses in the several academic areas, to prepare students for teaching in junior or senior high school.

**THREE HOURS**

**BAKKER, BULTMAN**

**370. SECONDARY INSTRUMENTAL METHODS\***—Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years.

**THREE HOURS**

**RITSEMA**

**375. SECONDARY VOCAL METHODS\***—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of the music major are advisable as a prerequisite. Offered alternate years.

**THREE HOURS**

**HOLLEMAN SECOND SEMESTER**

## *Education*

**378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE**—A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.

**TWO HOURS**

**POWELL SECOND SEMESTER**

**380. TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS\***—A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary schools. Required for Secondary Certification. Not credited toward English major or minor.

**TWO HOURS**

**TAYLOR**

**384. TEACHING OF FOREIGN LANGUAGES\***—Methods of teaching French, Spanish, German and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school.

**TWO HOURS**

**FABER FIRST SEMESTER**

**388. TEACHING OF SPEECH\***—Procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Same as Communication 88. Prerequisites: A minor in Communications.

**TWO HOURS**

**SECOND SEMESTER**

**410. TEACHING OF READING**—A study of the approaches used in the teaching of reading on an individual, small group and classroom basis. Included will be a study of the principles involved in developing a reading program, the equipment and materials available for use in the classroom, and the tools used to identify reading problems. Secondary and Elementary teachers are encouraged to participate. Prerequisite: Education 220 (Education Psychology).

**TWO HOURS**

**DIRKSE**

**440. EDUCATIONAL PSYCHOLOGY OF THE ELEMENTARY SCHOOL CHILD**—A study of research and theories in educational psychology which have influenced the present elementary school. Attention is given to the educational psychological foundations of curriculum, teaching strategies, and models of teacher-student interactions in the elementary grades.

**THREE HOURS**

**BRYSON**

**450. PRACTICUM FOR ELEMENTARY TEACHERS**—Pre-student teaching experience, a combination of theory and practice. Prospective elementary teachers spend some time observing in the classroom in which they will be student teaching, and have an opportunity to experiment with some of the new techniques and methods which they have been discussing in their college

\*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

class. This course is taken as a part of the Professional Semester and may be substituted for either Education 300, 340 or 345.

**THREE HOURS**

**DIRKSE, PAUL**

**460. HISTORY OF EDUCATION**—The development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Emphasis is placed upon the contributions of various leaders in the field of education.

**TWO HOURS**

**STAFF**

**465. TESTS AND MEASUREMENTS**—See Psychology 213.

**470. STUDENT TEACHING IN THE ELEMENTARY SCHOOL**—Student Teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

**EIGHT HOURS**

**DIRKSE, PAUL, MILLER, SCHACKOW**

**480. STUDENT TEACHING IN THE SECONDARY SCHOOL**—Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. Students must apply for student teaching during the second semester of their Junior year.

**EIGHT HOURS**

**BRYSON, BULTMAN, BAKKER**

**485. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS**—Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.

**TEN HOURS**

**STAFF BOTH SEMESTERS** 129

**490. INDEPENDENT STUDIES IN EDUCATION**—For prospective teachers who wish to do advance study in a special interest field. Approval for study must be given by the Department Chairman.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**495. SEMINAR IN EDUCATION**—A course designed to allow a professor to instruct upperclass students in an area of his special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: Consent of instructor.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**500. PERSPECTIVES IN EDUCATION**—A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status or by consent of chairman of the Education department.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## ENGLISH

MR. HUTTAR, CHAIRMAN; \*MR. FIKE, MR. HEMENWAY, MR. HOLLENBACH, \*\*MR. JELLEMA, MISS MUELLER, MR. PRINS, MISS REEDY, MR. REYNOLDS, MR. RIDL, MR. SCHAKEL, MRS. TAYLOR, MR. TEN HOOR. Assisting Faculty: MRS. BRATT, MR. POWELL.

The varied program of the English Department is designed to meet the needs of the student who wishes to pursue the study of the English language and its literature in depth or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. Its major programs reflect these different objectives.

For the potential poet, novelist, journalist or feature writer, there is a major program which includes a study of much of the best writing of the past but focuses on courses in writing—some in the *belles lettres* form, others in more technical areas. Students majoring in English with this writing emphasis are encouraged to become involved in one or more of the following activities:

- writing for or editing "Opus," the student literary annual
- competing for the Eerdman Awards for best original poetry and prose
- serving on the staff of "The Anchor," the student newspaper
- participating in poetry reading sessions
- engaging in dialogue with visiting literary artists
- spending a semester in New York as a writing "apprentice" in the GLCA Arts Semester Program

For the major with primarily literary interests, there is a broad spectrum of courses in English and American literature, culminating in special seminars in writers such as Swift, Faulkner, Lawrence and Twain, and individual research projects. The college library is the laboratory for these majors and it holds an excellent collection of primary and critical materials on literary masters from Chaucer to Bellow, Roethke and Albee. Many majors are planning on a career as teachers of English. For them there is a specially designed course pattern aimed at preparing them for the varied roles of the English instructor, at the secondary or collegiate level, or even in schools in a foreign country, in which English is taught as a second language. Students in such majors, in addition to some of the activities listed above, also have other special opportunities, such as:

- assisting Hope English faculty as student associates and discussion leaders in underclass courses
- participating in monthly literature colloquia
- reading papers at the annual GLCA Literature Conference
- mini-teaching or student teaching in the public schools
- tutoring underprivileged children in the community

\*On Leave Second Semester 1974-75.

\*\*On Leave First Semester 1974-75.

A majority of the graduates of this department in the past have moved in the direction of teaching, and increasingly this has meant graduate study at major universities throughout the country. Many have gone into the ministry. Increasingly, majors are entering fields that call for writing skill. Here are some interesting occupations that English majors have moved to:

- Dean of a liberal arts college
- President of a theological seminary
- Editor in a publishing company
- Manager of a college book store
- Advertising copy writer
- Executive secretary of the Board of Foreign Missions, RCA
- College reference librarian

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 113 in composition and courses 231 and 232 in literature are intended to meet these basic requirements. English 113 is prerequisite to all other writing courses, and 231 or 232 or 249 is prerequisite to all literature courses numbered above 325, except by special permission of the department chairman.

**MAJORS:** Concentration in English prepares students for a wide variety of careers as well as for responsible and personally rewarding avocational pursuits. The basic major is supplemented by elective courses within and outside the department to fit the individual student's interests and needs. See "Guidelines" below, and inquire at English office for career information.

A satisfactory overall average (2.0) and an average of better than 2.0 in English course work to date are the general criteria for acceptance in the English major program. Students should apply for admission during the sophomore year. English 249 is a basic course in the major sequence and should be taken in the freshman or sophomore year. The competencies in language, writing, and literature which the major aims to develop are given in detail in the departmental Prospectus for Majors that is available on request.

The basic major is a minimum of 30 credit hours of English courses above 200, of which at least 18 hours must be above 300. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. The major must include the following:

1. Practical criticism (249), preferably taken in freshman or sophomore year.
2. World literature.
3. A course in American literature.
4. Two courses in English literature.
5. A course on the English language.
6. A course that focuses on a major writer (361, 364, 369 or in some cases 490 or 495).
7. Electives.

### Guidelines for the English Major with Special Professional Goals

Among the options available to the student in the above program, certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

## English

- A. Elementary Teaching: 325, Children's Literature; 355, Modern English Grammar; 364, Shakespeare; 305, Major American Writers or 301, 302 Survey of American Literature; 311, 312, Survey of English Literature.
- B. Secondary Teaching: 355, Modern English Grammar; 364, Shakespeare; 301, 302, Survey of American Literature; 311, 312, Survey of English Literature; upper level electives.
- C. Graduate Study in English: Two courses in American Literature; three courses, preferably period courses, in English Literature; 364, Shakespeare; an advanced studies course (490 or 491); electives from upper level courses. (This major should approximate 40 hours.)
- D. Writing & Editing: One or more advanced writing courses; literature electives. (This major should approximate 35 hours.) Cognate courses in Communications are recommended.

For other kinds of professional preparation (e.g. business and industry, pre-law, pre-seminary, pre-med, foreign service, librarianship) the specific recommendations in English are less prescriptive and the student should, with his advisor's help, tailor a program to his own needs.

**MINORS:** For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of entering a major they should also apply for an English minor on forms available at both the English and education offices.

Changes in the department's curricular offerings are initiated in departmental meetings, which are open to visitors and include student voting members. Proposals are invited from interested students or groups of students for 295 and 495 topics.

## Academic Skills Center (Van Zoeren 012)

A full description of this no-fee service is given on p. 42.

**ENGLISH 010. ACADEMIC SKILLS CENTER**—Individual assistance is offered daily at scheduled times to help the student improve writing skills, study skills, and reading rate and comprehension. The student may seek these services voluntarily, be referred to the Center by one of his teachers, or even be required for a particular course to do work in the Center. In the last instance, the student registers formally for English 010.

**NON-CREDIT**

**STAFF**

## Writing

**101. ENGLISH AS A FOREIGN LANGUAGE (EFL)**—A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking the English 113 requirement or a full academic load. Credit hours to be determined by foreign students' advisor on basis of test scores; hours count as elective credit; pass/

fail grade. Classroom work plus laboratory work (language laboratory and/or Academic Skills Center), as individual needs dictate.

**FOUR TO NINE HOURS**

**POWELL BOTH SEMESTERS**

**113. INTRODUCTION TO LIBERAL STUDIES**—This course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors: consult department for current list. Sections in 1973-74 were on the following topics: American Indian Points of View, On the Edge of a New World, Literature and Life, Cultures in Conflict: The Middle East, Pop Culture: Tears, Beers, and Fears in Contemporary America, A Little Help from our Friends, Innocence and Experience, The Icarus Myth in the Age of Aquarius, Writing about Literature, Science Fiction and Fantasy: The Dream of Human Experience, Crime and Punishment, Writing about Fiction, The American Land, Phase Blue, and Individual Projects. Required of all freshmen. Not counted toward an English major.

**FOUR HOURS**

**STAFF BOTH SEMESTERS**

**213. ADVANCED WRITING**—A course designed to further the student's ability to write clear and cogent exposition on one or more cultural issues or motifs. The readings, largely literary, will depend upon the motif selected. For students in any discipline. Prerequisite, English 113.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

**254. CREATIVE WRITING**—For students who wish to practice the fictive forms of writing (short story, novel, poetry, drama). Prerequisite: English 113.

**THREE HOURS**

**JELLEMA SECOND SEMESTER**

**340. PLAYWRITING**—Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course is offered jointly with the Theatre department. Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

**THREE HOURS**

**RIDL FIRST SEMESTER**

**454. ADVANCED CREATIVE WRITING**—A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254. Offered alternate years, 1975-76.

**THREE HOURS**

**JELLEMA SECOND SEMESTER**

**WRITERS' WORKSHOP**—Participants submit their current creative writing and meet regularly for critical discussion of the manuscripts submitted. Offered year-round, subject to enrollment. No credit or honor points will be given toward graduation.

## Literature

**231. WORLD LITERATURE**—A study of world masterpieces in translation through the Renaissance. Meets part of Cultural Heritage requirement.

**THREE HOURS**

**STAFF FIRST SEMESTER**



## English

**232. WORLD LITERATURE**—A study of world masterpieces since the Renaissance. Meets part of Cultural Heritage requirement.

THREE HOURS

STAFF SECOND SEMESTER

**241. BLACK LITERATURE**—An intensive examination of selected prose and poetry of black American authors. Offered alternate years.

THREE HOURS

STAFF FIRST SEMESTER

**249. PRACTICAL CRITICISM**—The exercise of practical criticism applied to poetry. Basic course in the English major; open to non-majors.

THREE HOURS

STAFF BOTH SEMESTERS

**250. CLASSICAL MYTHOLOGY**—See description under Classics 250.

**288. THE SHORT STORY**—Introduction to the short story as a form of literature.

TWO HOURS

HEMENWAY FIRST SEMESTER

**295. SPECIAL TOPICS**—Study of an area in literature or language not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1973-74 include Old English, *Macbeth*, Literature of India, the *New Yorker* Humorists, *The Lord of the Rings*. Topics planned for 1974-75 are listed below.

TWO or THREE HOURS

STAFF

SAND COUNTY PHILOSOPHY

REEDY FIRST SEMESTER

CONTEMPORARY AMERICAN FICTION

RIDL SECOND SEMESTER

LITERATURE AND PSYCHOLOGY

HUTTAR SECOND SEMESTER

**301. SURVEY OF AMERICAN LITERATURE I**—A chronological survey of American literature, from the beginnings to the late nineteenth century. Not open to students electing English 305.

THREE HOURS

MUELLER FIRST SEMESTER

**302. SURVEY OF AMERICAN LITERATURE II**—A chronological survey of American literature from the mid nineteenth century to the present. Not open to students electing English 305. English 301 not a prerequisite.

THREE HOURS

MUELLER SECOND SEMESTER

**305. MAJOR AMERICAN WRITERS**—Study of selected American writers of the 19th and 20th centuries. Not open to students electing English 301 or 302.

THREE HOURS

HOLLENBACH SECOND SEMESTER

**311. SURVEY OF ENGLISH LITERATURE I**—English literature from its beginnings to the eighteenth century.

THREE HOURS

HEMENWAY FIRST SEMESTER

**312. SURVEY OF ENGLISH LITERATURE II**—English literature from the Romantic period to the present. English 311 not a prerequisite.

THREE HOURS

STAFF SECOND SEMESTER

**325. CHILDREN'S LITERATURE**—An introduction to the authors, illustrators, and publications in the field of children's literature. Traditional literature, representative modern writings, and award-winning books are studied as guides to determining criteria for evaluating children's literature. Required of majors planning on elementary teaching.

**TWO HOURS**

**BRATT SECOND SEMESTER**

**330. THE ENGLISH NOVEL**—The structure and content of the English novel from Defoe to Joyce. Alternate years, 1975-76.

**THREE HOURS**

**PRINS SECOND SEMESTER**

**332. THE AMERICAN NOVEL**—American novels from Hawthorne to Faulkner.

**THREE HOURS**

**PRINS FIRST SEMESTER**

**334. THE MODERN EUROPEAN NOVEL**—The nineteenth and twentieth century influences on the novel from Balzac to Camus. Alternate years, 1974-75.

**THREE HOURS**

**PRINS SECOND SEMESTER**

**335. THE ENGLISH LYRIC**—A critical history of the short poem in English from its beginnings in Middle English to its modern forms. Emphasis is on the formal changes and innovations which mark its chronological development; the continuity of literary tradition; and the relation of tradition to experiment. Treatment of individual poets is representative, not exhaustive, with attention drawn to minor but significant poets whose work was crucial in the development of the genre. Offered alternate years, 1974-75.

**THREE HOURS**

**FIKE FIRST SEMESTER**

**338. MODERN POETRY**—Study of major poets of twentieth-century England and America.

**THREE HOURS**

**JELLEMA SECOND SEMESTER**

**345. MODERN DRAMA IN ENGLISH**—A study of representative English, Irish, and American drama of the twentieth century. Examination of drama as an art form and as an expression of contemporary social and personal issues. Includes writing representative of minority groups.

**THREE HOURS**

**HOLLENBACH FIRST SEMESTER**

**349. HISTORY OF LITERARY CRITICISM**—Examines the major schools of Western literary critical thinking from antiquity to the present in an effort to acquaint the student with the history and method of the shapers of critical theory and technique as well as the arbiters of style and taste in literature. Prerequisite: junior or senior standing.

**THREE HOURS**

**MUELLER SECOND SEMESTER**

**361. CHAUCER AND HIS TIMES**—The literature and ideas that spelled the end of the Middle Ages. Knowledge of Middle English not required. Offered alternate years, 1975-76.

**THREE HOURS**

**REEDY FIRST SEMESTER**

## *English*

**363. SPENSER AND HIS TIMES**—The English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the sixteenth century. Offered alternate years, 1974-75.

**THREE HOURS**

**MUELLER FIRST SEMESTER**

**364. SHAKESPEARE'S PLAYS**—The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist.

**THREE HOURS**

**TEN HOOR BOTH SEMESTERS**

**369. MILTON**—Primarily a study of Milton's poetry with some attention to his prose. Offered alternate years, 1974-75.

**THREE HOURS**

**HUTTAR SECOND SEMESTER**

**372. SEVENTEENTH CENTURY**—Study of representative prose, poetry and drama of seventeenth-century England, with emphasis on the earlier period. Shakespeare and Milton excluded. Offered alternate years, 1975-76.

**THREE HOURS**

**HUTTAR SECOND SEMESTER**

**374. EIGHTEENTH CENTURY**—English prose and poetry, 1660 to 1800, with emphasis on the satires of Dryden, Swift, and Pope. Offered alternate years, 1975-76.

**THREE HOURS**

**SCHAKEL FIRST SEMESTER**

**378. THE VICTORIAN AGE**—Selected Victorian poetry and prose in the light of the social and intellectual background of the age, 1832-1901. Offered alternate years, 1975-76.

**THREE HOURS**

**FIKE SECOND SEMESTER**

**376. POETRY OF THE ROMANTIC MOVEMENT**—English poetry 1783-1832: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Offered alternate years, 1975-76.

**THREE HOURS**

**FIKE FIRST SEMESTER**

## **Language**

**355. THE MODERN ENGLISH LANGUAGE**—Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Recommended for prospective teachers.

**THREE HOURS**

**REYNOLDS FIRST SEMESTER**

**356. HISTORY OF THE ENGLISH LANGUAGE**—Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day. Alternate years, 1974-75.

**THREE HOURS**

**REYNOLDS SECOND SEMESTER**

Linguistics 364 may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 30 hours in the major field.

## Teaching

**380. TEACHING OF SECONDARY SCHOOL ENGLISH**—A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Not credited toward English major or minor, unless taken as a second methods course. Should be taken after or concurrently with Education 360, and before student teaching.

**THREE HOURS**

**TAYLOR FIRST SEMESTER**

See also Education 378, Teaching English as a Second or Foreign Language, which may also be advisable for students to elect when appropriate to their special vocational goals.

## Readings and Research

**490. INDIVIDUAL STUDY**—An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**495. ADVANCED STUDIES**—A seminar in some field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in a different field of study. Topics of the 1973-74 seminars were Mark Twain, and literature and the mystical tradition. Scheduled for 1974-75 are seminars on William Faulkner and Eugene O'Neill.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**499. READINGS IN LITERATURE**—Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairman. Prerequisite: departmental acceptance of application (forms available in department office).

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## FOREIGN LANGUAGES AND LITERATURES

MR. WELLER, CHAIRMAN.

The Department of Foreign Languages and Literatures seeks to lead students to a more complete understanding of the structure and role of language in human society, to an understanding and open-minded tolerance of the culture of the people who speak a language other than their own, and to the development of the ability to communicate in a language other than their native tongue. Instruction is offered in French, German, Greek, Latin, Russian and Spanish. Some courses are primarily designed to increase fluency in speaking, reading and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department sponsors many supplementary activities, in which majors normally take an active part:

- language clubs
- special language tables in the dining halls
- language houses (German, French, and Spanish) in each of which resides a native speaking student who provides conversational leadership and tutoring
- foreign film series
- semester or year abroad or summer programs, such as
  - the Hope Program in Grenoble, France
  - the German semester or year program in Vienna or Freiburg
  - the Spanish semester or year program in Madrid
  - the Hope Vienna summer program
- tutoring opportunities with children of Spanish-American background living in the community of Holland

All the faculty have traveled and studied abroad. Five of them are natives of countries other than the U.S.A.

Alumni of Hope who have specialized in foreign language study have found this field helpful in moving to a great variety of careers.

- high school and college teaching of foreign languages and literatures
- teachers of English in countries with the language of their major
- college librarian
- classical archaeologist
- translator
- business secretary for a firm with international accounts
- foreign missionary
- foreign service officer—U.S. cultural officer
- editorial assistant in a news magazine

## Foreign Languages and Literatures

To meet the needs of the intended major the following programs are available in Classical Studies (Classics, Greek and Latin), French, German, and Spanish:

1. *Language Major*—a major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.)
2. *Literature Major*—a major designed for the student whose primary interest is in literature and whose ultimate goal could be to pursue studies in a chosen literature at the graduate school level.
3. *Area Studies Major*—a major designed to provide the student with the opportunity to develop a well-coordinated, interdisciplinary program consisting of work in a chosen language together with selected courses from related areas.

(The specific requirements for each of these three majors in a given language will be found preceeding the listing of the course offerings for the language.)

To meet the needs of all students, the department offers courses of the following types in the various language areas:

1. Courses designed to enable the student to communicate in a given language (labelled "audio-lingual" in the course listings)
2. Courses designed to enable a student to read a given language (labelled "reading" in the course listings)
3. Courses in English designed to acquaint the student with a foreign literature or culture (indicated by an asterisk in the course listings)

The course offerings and the descriptions of major programs follow under these headings:

Classical Studies (Classics, Greek and Latin)	
Education	Linguistics
French	Russian
German	Spanish

### CLASSICAL STUDIES: Classics, Greek and Latin

MR. WHEELER, MRS. WHEELER.

**Major in Classics:** In order to fulfill the requirements for a major in Classics, a student must complete thirty (30) hours of course work in Classics. These thirty hours must include: fifteen (15) hours of Latin beyond the Latin 131 level, and twelve (12) hours of Greek. A major is expected to acquire some knowledge of related fields, i.e., History and Archeology. The department will counsel the student regarding source materials available in these fields.

**Major in Latin:** A major designed to prepare the student for language teaching at the primary or secondary school level with emphasis upon the skills of language acquisition and upon the culture in which the Latin language

## *Foreign Languages and Literatures*

evolved. This major consists of thirty (30) credit hours of courses numbered 272 or higher; these 30 hours must include Education 384 Teaching Foreign Languages.

**Major in Ancient Civilization:** A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language, twenty (20) hours of Latin for those students wishing to use this field for a teaching minor; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology or Ancient History not used for (b) above.

A variety of study-abroad programs are available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

### **Classics**

**\*205. THE GREEK EXPERIENCE**—A study of the ideas of contributions of the major writers from pre-classical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Greek not required. Open to all students. Alternate years, 1975-76.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**\*207. THE ROMAN EXPERIENCE**—A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 231 in partial satisfaction of the Cultural Heritage Requirement, but not for both. A knowledge of Latin not required. Open to all students. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**\*250. CLASSICAL MYTHOLOGY**—A study of the myths of Greece and Rome, using both secondary and original sources. A knowledge of the Latin and Greek languages not required. Open to all students.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**\*295. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES**—This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**\*372. GREEK TRAGEDY**—An in-depth study and comparison of the complete works of Aeschylus, Sophocles, and Euripides. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years. 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

## Foreign Languages and Literatures

**\*374. ANCIENT EPIC**—An in-depth study and comparison of the *Iliad*, *Odyssey*, *Aeneid*, and *Metamorphoses*. A knowledge of Greek and Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**\*451. GREAT ISSUES: ANCIENT AND MODERN**—The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in the light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek or Latin, or permission of instructor.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**\*495. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES**—This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

### Greek

**171. ELEMENTARY GREEK I**—An introduction to the elements of *New Testament* grammar. For students with no previous study of Greek.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**172. ELEMENTARY GREEK II**—A continuation of Greek 171. Prerequisite: Greek 171.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**271. CLASSICAL GREEK**—A comparison of the grammatical elements of New Testament and Classical Greek. Selected prose and poetry readings from the classical period. Prerequisite: Greek 172 or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**272. NEW TESTAMENT READINGS**—Selected readings from the *New Testament*. Prerequisite: Greek 172 or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**490. SPECIAL AUTHORS**—Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271 or permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

### Latin

**131. LATIN REVIEW**—A refresher course designed for the student who has studied Latin previously but places below the 200 level on the Placement Test. Prerequisite: placement or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**



## *Foreign Languages and Literatures*

**171. ELEMENTARY LATIN I**—An introduction to the elements of Latin grammar. For students with no previous study of Latin.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**172. ELEMENTARY LATIN II**—A continuation of Latin 171. Prerequisite: Latin 171.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**272. MEDIAEVAL LATIN**—Selected readings from mediaeval authors. Prerequisite: Latin 131, 172, Placement Test or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**351. ROMAN POETRY I**—Reading of selected poems of Catullus and Horace. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**352. ROMAN SATIRE**—Readings from the satires of Horace and Juvenal. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**353. ROMAN HISTORIOGRAPHY**—Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1975-76.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**354. ROMAN POETRY II**—Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**362. PROSE COMPOSITION**—A study of Latin idiom in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: one 300 level course in Latin or permission of instructor. Alternate years, 1974-75.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**490. SPECIAL AUTHORS**—Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 272 or permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## **Education**

**MRS. FABER, MR. POWELL**

**378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE**—See Education 378.

**TWO HOURS**

**POWELL SECOND SEMESTER**

**384. TEACHING FOREIGN LANGUAGES**—Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384.

**TWO HOURS**

**FABER FIRST SEMESTER**

## Foreign Languages and Literatures

### English As A Foreign Language

**ENGLISH 101. ENGLISH AS A FOREIGN LANGUAGE (EFL)**—A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking English 113 and a full academic load. Credit hours to be determined by foreign students' advisor; hours count as elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or writing center), as individual needs dictate.

**FOUR TO FIVE HOURS**

**POWELL FIRST SEMESTER**

### French

**MR. CREVIERE, MRS. FABER, MRS. VICKERS.**

#### MAJORS:

##### 1. *French Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The French Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: French 210, 230, 250, 311, 330, 350 and Linguistics 364.

##### 2. *French Literature Major.*

A major designed for the student whose primary interest is French literature and whose ultimate goal could be to pursue studies in French literature at the graduate-school level. The French Literature Major consists of 24 hours of French courses numbered 270 or higher including 312, 493, and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

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##### 3. *French Area Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the French Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in French together with selected courses from related areas. This area Studies Major can reinforce the primary major. For the prospective teacher the French Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The French Area Studies Major consists of 30 credit hours of courses which must include:

- a minimum of 15 credit hours of French courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics,

## *Foreign Languages and Literatures*

English, German, History, Linguistics, Music (history), Philosophy, Political Science, Religion, Russian, Sociology, Spanish and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach French in secondary school choose a teaching minor or Area Studies Major in another foreign language. All-qualified majors are urged to participate in the Grenoble Program.

**111. AUDIO-LINGUAL FRENCH I**—An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing French. French 111-112 or French 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in French. For students with no previous study of French.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**112. AUDIO-LINGUAL FRENCH II**—A continuation of French III. Conducted largely in French. Prerequisite: French III or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**131. AUDIO-LINGUAL FRENCH REVIEW**—An audio-lingual refresher course designed for the student who has studied French previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing French. Conducted largely in French. Prerequisite: placement or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**171. READING FRENCH I**—A course designed to lead to the acquisition of reading skill only. French 171-172 is the most appropriate track for the student who plans to use French as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a French Area Studies Major. Conducted in English. For students with no previous study of French.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**172. READING FRENCH II**—A continuation of French 171. Conducted in English. Prerequisite: French 171 or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**\*200. FRENCH LITERATURE IN TRANSLATION**—Reading of selected master-pieces of French literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussions in English. No knowledge of French required. Open to all students.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**210. FRENCH COMPOSITION**—A course designed to develop skill in writing correct expository prose in French. Prerequisite: any one of following: French 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## *Foreign Languages and Literatures*

**230. FRENCH CONVERSATION**—A course designed to develop aural and oral skills. Conducted entirely in French. Prerequisite: any one of following: French 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**\*250. THE FRENCH WORLD TODAY**—A study of the distinctive characteristics of French civilization with special emphasis on their relevance to contemporary issues within the country. Readings, lectures and discussions in English. No knowledge of French required. Open to all students.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**270. INTRODUCTION TO FRENCH LITERATURE**—A study of major literary works of France, with special emphasis on a variety of literary genres. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Prerequisite: French 172, 210, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**295. STUDIES IN FRENCH LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**311. FRENCH GRAMMAR FOR TEACHERS**—An in-depth study and analysis of French grammar with special emphasis on the preparation of prospective elementary and secondary-school teachers of French. Prerequisite: French 210, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**312. FRENCH STYLISTICS**—An in-depth study of various aspects of style of expression in a variety of literary genres in French. Extensive practice in stylistic differentiation of levels of expressions through the written word. Prerequisite: French 210, placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**330. ADVANCED FRENCH CONVERSATION**—A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisite: French 230, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**342. ORIENTATION SEMINAR**—To prepare students culturally, academically, psychologically, sociologically, and linguistically to derive optimum benefits from study in France. Required of all students intending to study in France.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**350. THE DEVELOPMENT OF FRENCH CIVILIZATION**—A study of the origins, development and significance of various aspects of French civilization. Conducted entirely in French. Prerequisite: French 210 and 230, or placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

## *Foreign Languages and Literatures*

**471. 17TH CENTURY FRENCH LITERATURE**—French Classicism in the Golden Age: Descartes, Pascal, Corneille, Racine, Molière, LaFontaine, and other writers. Prerequisite: French 270. Alternate years, 1975-76.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**473. 18TH CENTURY FRENCH LITERATURE**—French thought as reflected in the literature of the Age of Enlightenment: Montesquieu, Voltaire, Rousseau, Diderot, Marivaux, Beaumarchais, and other writers. Prerequisite: French 270. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**476. 19TH CENTURY FRENCH LITERATURE**—The development of the Romantic movement in drama, poetry, and fiction; the novel from Balzac to Anatole France; Parnassian poetry; the Realistic drama. Prerequisite: French 270. Alternate years, 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**478. 20TH CENTURY FRENCH LITERATURE**—The novel, drama, and poetry of the contemporary period: Proust, Gide, Claudel, Valéry, Camus, Sartre, and other writers. Prerequisite: French 270. Alternate years, 1974-75.

**THREE HOURS**

**CREVIERE SECOND SEMESTER**

**490. SPECIAL PROBLEMS IN FRENCH**—Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**493. SPECIAL FRENCH STUDIES**—Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairman.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**495. STUDIES IN FRENCH LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## **German**

**MR. BEDELL, MR. MEGOW, MRS. STRAND.**

### **MAJORS:**

#### **1. German Language Major.**

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The German Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: German 210, 230, 250, 311, 330, 350 and Linguistics 364.

## *Foreign Languages and Literatures*

### **2. German Literature Major.**

A major designed for the student whose primary interest is German literature and whose ultimate goal could be to pursue studies in German literature at the graduate-school level. The German Literature Major consists of 24 hours of German courses numbered 270 or higher including 312, 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

### **3. Germanic Studies Major.**

Viewed essentially, although not exclusively, as a component of a double major, the Germanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in German together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Germanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Germanic Area Studies Major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of German courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics, English, French, History, Linguistics, Music (history), Philosophy, Political Science, Religion, Russian, Sociology, Spanish and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach German in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

**111. AUDIO-LINGUAL GERMAN I**—An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing German. German 111-112 or German 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in German. For students with no previous study in German.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**112. AUDIO-LINGUAL GERMAN II**—A continuation of German III. Conducted largely in German. Prerequisite: German III or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**131. AUDIO-LINGUAL GERMAN REVIEW**—An audio-lingual refresher course designed for the student who has studied German previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading, and writing German. Conducted largely in German. Prerequisite: placement or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

## *Foreign Languages and Literatures*

**171. READING GERMAN I**—A course designed to lead to the acquisition of reading skill only. German 171-172 is the most appropriate track for the student who plans to use German as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a German Area Studies Major. Conducted in English. For students with no previous study of German.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**172. READING GERMAN II**—A continuation of German 171. Conducted in English. Prerequisite: German 171 or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**\*200. GERMAN LITERATURE IN TRANSLATION**—Reading of selected masterpieces of German literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of German required. Open to all students.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**210. GERMAN COMPOSITION**—A course designed to develop skill in writing correct expository prose in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**230. GERMAN CONVERSATION**—A course designed to develop aural and oral skills. Conducted entirely in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**\*250. THE GERMANIC WORLD TODAY**—A study of the distinctive characteristics of German civilization with special emphasis on their relevance to contemporary issues within the countries. Readings, lectures and discussions in English. No knowledge of German required. Open to all students.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**270. INTRODUCTION TO GERMAN LITERATURE**—A study of major literary works of Germany, Austria, and Switzerland, with special emphasis on a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Prerequisite: German 172, 210, placement, or equivalent.

**THREE HOURS**

**BOTH SEMESTERS**

**295. STUDIES IN GERMANIC LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: premission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## *Foreign Languages and Literatures*

**311. GERMAN GRAMMAR FOR TEACHERS**—An in-depth study and analysis of German grammar with special emphasis on the preparation of prospective elementary and secondary-school teachers of German. Prerequisite: German 210, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**312. GERMAN STYLISTICS**—An in-depth study of various aspects of style of expression in a variety of literary genres in German. Extensive practice in stylistic differentiation of levels of expression through the written word. Prerequisite: German 210, placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**330. ADVANCED GERMAN CONVERSATION**—A course designed to develop aural and oral competency in German. Conducted entirely in German. Prerequisite: German 230, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**350. THE DEVELOPMENT OF GERMANIC CIVILIZATION**—A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 210 and 230, or placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**471. GERMAN LITERATURE I**—From the Middle Ages through Baroque. Prerequisite: German 270. Alternate years, 1974-75.

**THREE HOURS**

**MEGOW FIRST SEMESTER**

**472. GERMAN LITERATURE II**—A study of 18th Century German literature with emphasis on the Enlightenment and Classicism (Lessing, Schiller, Goethe). Prerequisite: German 270. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**473. GERMAN LITERATURE III**—A study of 19th Century German literature with emphasis on Romanticism and Realism. Prerequisite: German 270. Alternate years, 1975-76.

**THREE HOURS**

**MEGOW FIRST SEMESTER**

**474. GERMAN LITERATURE IV**—The 20th Century. Prerequisite: German 270. Alternate years, 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**475. GERMAN LITERATURE V**—A pro-seminar in the genres; designed to introduce students to the basic tools and methods of research in German literature. Prerequisite: German 270. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**490. SPECIAL PROBLEMS IN GERMAN**—Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: one 400 level course in German and permission of department chairman.

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**



## *Foreign Languages and Literatures*

**493. SPECIAL GERMAN STUDIES**—Preparation for a comprehensive examination in the major field. Prerequisite: permission of department chairman.  
**THREE HOURS** **STAFF BOTH SEMESTERS**

**495. STUDIES IN GERMAN LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.  
**TWO or THREE HOURS** **STAFF ANY SEMESTER**

## **Linguistics**

MR. POWELL

**295. STUDIES IN LINGUISTICS**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.  
**TWO or THREE HOURS** **STAFF BOTH SEMESTERS**

**364. INTRODUCTION TO DESCRIPTIVE LINGUISTICS**—An introduction to the science of descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic and syntactical analysis of languages. Prerequisite: Junior standing or permission of the instructor.  
**THREE HOURS** **POWELL FIRST SEMESTER**

## **Russian**

MR. PENROSE

**171. READING RUSSIAN I**—A course designed to lead to the acquisition of reading skill only. Conducted in English. For students with no previous study of Russian.  
**THREE HOURS** **PENROSE FIRST SEMESTER**

**172. READING RUSSIAN II**—A continuation of Russian 171. Conducted in English. Prerequisite: Russian 171, placement, or equivalent.  
**THREE HOURS** **PENROSE SECOND SEMESTER**

**\*200. RUSSIAN LITERATURE IN TRANSLATION**—Reading of selected masterpieces of Russian literature in English translation. Special attention given to the study of a variety of literary genres. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of Russian required. Open to all students.  
**THREE HOURS** **STAFF SECOND SEMESTER**

**271. READING RUSSIAN III**—A continuation of Russian 172. Conducted in English. Prerequisite: Russian 172, placement, or equivalent.  
**THREE HOURS** **STAFF FIRST SEMESTER**

## Foreign Languages and Literatures

**295. STUDIES IN RUSSIAN LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

### Spanish

MRS. CASTILLO, MR. PINO, MRS. SEARLES, MR. WELLER.

#### MAJORS:

1. *Spanish Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The Spanish Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: Spanish 210, 230, 250, 311, 330, 350 and Linguistics 364.

2. *Hispanic Literature Major.*

A major designed for the student whose primary interest is Hispanic literature and whose ultimate goal could be to pursue studies in Hispanic literature at the graduate-school level. The Hispanic Literature Major consists of 24 hours of Spanish courses numbered 270 or higher including 312, 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *Hispanic Area Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the Hispanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in Spanish together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Hispanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Hispanic Area Studies Major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of Spanish courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from any of the following departments: Art (history), Classical Studies, Economics, English, French, German, History, Music (history), Philosophy, Political Science, Religion, Russian, Sociology and Theater. None of these courses may be counted as part of another major.

It is recommended that students who intend to teach Spanish in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

## *Foreign Languages and Literatures*

**111. AUDIO-LINGUAL SPANISH I**—An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing Spanish. Spanish 111-112 or Spanish 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in Spanish. For students with no previous study of Spanish.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**112. AUDIO-LINGUAL SPANISH II**—A continuation of Spanish 111. Conducted largely in Spanish. Prerequisite: Spanish 111 or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**131. AUDIO-LINGUAL SPANISH REVIEW**—An audio-lingual refresher course designed for the student who has studied Spanish previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing Spanish. Conducted largely in Spanish. Prerequisite: placement or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**171. READING SPANISH I**—A course designed to lead to the acquisition of reading skill only. Spanish 171-172 is the most appropriate track for the student who plans to use Spanish as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a Hispanic Area Studies Major. Conducted in English. For students with no previous study of Spanish.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**172. READING SPANISH II**—A continuation of Spanish 171. Conducted in English. Prerequisite: Spanish 171 or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**\*200. HISPANIC LITERATURE IN TRANSLATION**—Reading of selected masterpieces of Hispanic literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Readings and discussion in English. No knowledge of Spanish required. Open to all students.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**210. SPANISH COMPOSITION**—A course designed to develop skill in writing correct expository prose in Spanish. Prerequisite: any one of following: Spanish 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**230. SPANISH CONVERSATION**—A course designed to develop aural and oral skills. Conducted entirely in Spanish. Prerequisite: any one of following: Spanish 112, 131, 172, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**\*250. THE HISPANIC WORLD TODAY**—A study of the distinctive characteristics of Spanish civilization with special emphasis on their relevance to contemporary issues within the countries. Readings, lectures, and discussions in English. No knowledge of Spanish required. Open to all students.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## *Foreign Languages and Literatures*

**270. INTRODUCTION TO HISPANIC LITERATURE**—A study of major literary works of Spain and Latin America, with special emphasis on a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement or in lieu of English 232 in partial satisfaction of the Cultural Heritage Requirement, but not for both. Prerequisite: Spanish 172, 210, placement, or equivalent.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**295. STUDIES IN HISPANIC LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**311. SPANISH GRAMMAR FOR TEACHERS**—An in-depth study and analysis of Spanish grammar with special emphasis on the preparation of prospective elementary and secondary-school teachers of Spanish. Prerequisite: Spanish 210, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**312. SPANISH STYLISTICS**—An in-depth study of various aspects of style of expression in a variety of literary genres in Spanish. Extensive practice in stylistic differentiation of levels of expression through the written work. Prerequisite: Spanish 210, placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**330. ADVANCED SPANISH CONVERSATION**—A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 230, placement, or equivalent.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**350. THE DEVELOPMENT OF HISPANIC CIVILIZATION**—A study of the origins, development and significance of various aspects of Hispanic civilization. Conducted entirely in Spanish. Prerequisite: Spanish 210 and 230, or placement, or equivalent.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**471. SPANISH DRAMA AND POETRY OF GOLDEN AGE**—Dramatic works of Lope de Vega, Ruiz de Alarcón, Tirso de Molina, Calderón de la Barca, and others; poetic works of the mystics, Herrera, Fray Luis de León, Góngora, Quevedo, and others. Prerequisite: Spanish 270. Alternate years, 1975-76.

**THREE HOURS**

**WELLER FIRST SEMESTER**

**473. SPANISH PROSE OF THE GOLDEN AGE**—The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; *La Celestina*. Prerequisite: Spanish 270. Alternate years, 1974-75.

**THREE HOURS**

**WELLER FIRST SEMESTER**

**474. 19TH CENTURY SPANISH LITERATURE**—Romanticism and realism in prose and poetry, with special emphasis on the theatre and the development of the regional novel. Prerequisite: Spanish 270. Alternate years, 1975-76.

**THREE HOURS**

**SEARLES SECOND SEMESTER**

## *Foreign Languages and Literatures*

**476. CONTEMPORARY SPANISH LITERATURE**—The Generation of 1898, and the contemporary novel, drama and poetry. Prerequisite: Spanish 270. Alternate years. 1974-75.

**THREE HOURS**

**SEARLES SECOND SEMESTER**

**478. MODERN SPANISH-AMERICAN LITERATURE**—A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Prerequisite: Spanish 270. Alternate years, 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**490. SPECIAL PROBLEMS IN SPANISH**—Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**493. SPECIAL SPANISH STUDIES**—Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairman.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**495. STUDIES IN HISPANIC LANGUAGE AND LITERATURE**—A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## GEOLOGY

MR. THARIN, CHAIRMAN; MR. ANDERSON, MR. REINKING.

Although the Geology Department is the youngest of the science departments at Hope College, it has an established reputation of excellence. Last year, graduating seniors were accepted at Harvard, Yale, Stanford, Massachusetts Institute of Technology, California Institute of Technology, and other graduate schools of high standing.

The Geology Department maintains an active teaching and research program in oceanography. Research on Lake Michigan brings together students and faculty from the departments of Biology, Chemistry and Geology to work on problems of joint concern. Presently many science students are involved in research with geology faculty members in other areas as well. They include:

- concentrations of trace elements in shells of foraminifera using the Van de Graaff accelerator
- the distribution of bottom-dwelling organisms in the Weddell Sea (Antarctica)
- ways to design an underwater diving sled for investigation of the bottom of Lake Michigan
- the effect of highway de-icing salt on the waters of Lake Macatawa

The Geology research labs are well equipped. Including X-ray diffraction and fluorescence apparatus and an electron microscope, both of which are available for use by beginning students.

Study in the field is an important facet of the study of geology, consequently many field trips are taken each year. In the past May term, a course was offered which combined study above the timberline in Colorado with backpacking in the Rockies.

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Geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the origin and location of ore deposits, the spreading of the ocean floor, continental drift, plate tectonics, the chemistry of sea water, the origin of the earth and of life itself are areas of contemporary research by geologists. As the study of the earth is interdisciplinary in nature, the professional geologist must be competent in mathematics and the physical sciences. Accordingly, strong minors in other natural science departments and interdepartmental majors will be encouraged.

**MAJOR\*:** The minimum requirement for a geology major at Hope College is 25 hours of geology and one year of an allied science (biology, chemistry, or physics). The courses selected to comprise the 25 hours depend on the educational objectives of the student but must have approval of the chairman.

\*Also see Science Major under the Degree Program (page 71).

## *Geology*

The student who plans to be a professional geologist will follow a more rigorous curriculum than the student who has an avid interest in geology but who does not plan to be a professional geologist. The following curricula are suggested:

**NON-PROFESSIONAL GEOLOGIST:** Twenty-five hours of geology and one year (8 hours) of allied science. Participation in at least one annual spring field trip required.

**PRE-PROFESSIONAL GEOLOGIST:** 29 hours of geology courses including Geology 231, 251, 255, 295, 351, and 453. Participation in at least two annual spring field trips is required. The pre-professional geologist must also take Mathematics 133, 134; Physics 121, 122, 223; Chemistry 111, 115. Biology 111 and 112 may be substituted for Physics 122 and 223 by students who plan to be paleontologists. Advanced courses in French, German, or Russian are recommended.

**EARTH SCIENCE TEACHERS:** The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

## **NON SCIENCE MAJOR ORIENTED COURSES**

**101. GENERAL GEOLOGY**—An introduction to geology stressing the materials of the crust, the nature and architecture of the earth's interior and crust, the processes which work to change the crust and the geologic evolution of the continents. Three lectures and one three-hour laboratory each week. One or more Saturday field trip is required.

**FOUR HOURS**

**REINKING FIRST SEMESTER**

**102. GEOLOGICAL EVOLUTION OF NORTH AMERICA**—A study of the physical and biological development of North America which has occurred in the last 4.5 billion years. Three lectures and one laboratory each week.

**FOUR HOURS**

**ANDERSON SECOND SEMESTER**

**104. EARTH MATERIALS**—This course is designed to acquaint the student with the minerals and rocks which comprise the earth's surface and the uses to which man puts these materials. Laboratory periods will be devoted to the study of crystals and to the identification of minerals and rocks. Three lectures and one three hour lab per week. Prerequisite: consent of instructor. (Alternate years, to be offered 1975-76).

**FOUR HOURS**

**THARIN FIRST SEMESTER**

**108. ENVIRONMENTAL GEOLOGY**—A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed.

**THREE HOURS**

**THARIN SECOND SEMESTER**

**109. ENVIRONMENTAL GEOLOGY LABORATORY**—A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories will be held on Lake Macatawa and in the field examining problems and collecting data and materials for analysis. Prerequisites: Geology 108 or 210: Geology 108 may be taken concurrently.

**ONE HOUR**

**THARIN SECOND SEMESTER**

**116. OCEANOLOGY AND LIMNOLOGY**—An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be counted in major of prospective earth science teachers but not by other geology majors.

**THREE HOURS**

**ANDERSON FIRST SEMESTER**

**117. OCEANOLOGY AND LIMNOLOGY LABORATORY**—A course designed to accompany Geology 16 and to familiarize the student with the process active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisites: 1) Geology 116 (may be taken concurrently).

**ONE HOUR**

**ANDERSON FIRST SEMESTER**

**131. OUR DRIFTING CONTINENTS**—A course designed to introduce the student to several topics of intense present-day interest in the geological sciences. The history of the theory of continental drift and the new hypotheses of sea-floor spreading and plate tectonics will be examined in detail.

**TWO HOURS**

**THARIN FIRST SEMESTER**

**132. GEOLOGY OF THE MOON**—A review of the history of man's study of the moon with particular emphasis on geological data gathered in the manned lunar landings.

**TWO HOURS**

**REINKING SECOND SEMESTER**

**201. GEOLOGY IN COLORADO**—An introductory course designed to acquaint both majors and non-majors with geologic features and processes as they can be observed in the field. Emphasized will be such topics as erosion and deposition by rivers, glaciers and wind, the study of minerals, rocks, and ore deposits, and the development of geologic structure. Fifteen days will be spent in the field at a camp near Salida in Colorado's Sawatch Mountains. No prerequisites.

**FOUR HOURS**

**REINKING MAY, JUNE**

**212. PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION TEACHERS**—A continuation of Physics - Chemistry 211. Topics to be discussed include concepts of chemical reactions, states of matter, materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather. This course is the same as Chemistry 212 and is open only to prospective elementary education teachers. Lecture, three hours per week. Prerequisite: Physics - Chemistry 211 or consent of instructor.

**THREE HOURS**

**THARIN, WETTACK SECOND SEMESTER**



## SCIENCE MAJOR ORIENTED COURSES

**115. PHYSICAL GEOLOGY**—An introductory course in geology for science and mathematics majors. The physical and chemical development of the earth, the processes acting to change the earth's surface, the evolution of North America, and present day geological problems such as continental drift, paleomagnetism and astrogeology will be studied. Three lectures and one three-hour laboratory or field trip each week. One or more Saturday field trips will be required. Prerequisites: Physics 121, Chemistry 111, or consent of Geology Department. Not offered in 1974-75.

**FOUR HOURS**

**REINKING FIRST SEMESTER**

**231. MINERALOGY**—An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals by various methods, including microscopic and X-ray techniques. Three lectures and one three-hour laboratory per week. Prerequisites: One semester of chemistry (may be taken concurrently) or consent of instructor. Credit or concurrent registration in Geology 104 required. (Alternate years) to be offered 1975-76.

**FOUR HOURS**

**REINKING FIRST SEMESTER**

**232. PETROLOGY AND PETROGRAPHY**—An introduction to the study of the igneous and metamorphic rocks. Mineral composition, texture, occurrence and association, petrogenesis, and classification of the rock clans will be stressed in lecture. Laboratory periods will be devoted to hand specimen and thin section examination of rocks. Two lectures and two two-hour laboratories period each week. Prerequisites: Geology 231. (Offered in 1975-76)

**FOUR HOURS**

**REINKING SECOND SEMESTER**

**251. STRUCTURAL GEOLOGY**—The study of rock deformation stressing the nature, origin, analysis and classification of deformed rocks. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 101 or 115, and Mathematics 121 or 131. (Alternate years: will be offered in Fall, 1974).

**FOUR HOURS**

**ANDERSON FIRST SEMESTER**

**255. FIELD GEOLOGY**—An introduction to the methods employed by geologists in the field. Gathering, analyzing, and presenting data in accepted form will be required. Two lectures and four to six hours of laboratory or field work each week. Prerequisites: Consent of instructor. (Alternate years; will be offered in Fall, 1974).

**FOUR HOURS**

**REINKING FIRST SEMESTER**

**295. TOPICS IN GEOLOGY**—An investigation in depth of a series of topics selected to give additional perspective to the beginning geology major. Clear writing and oral presentation will be stressed. Required of all geology majors.

**ONE to THREE HOURS**

**THARIN, REINKING BOTH SEMESTERS**

**334. ADVANCED HISTORICAL GEOLOGY**—A study of the earth exclusive of North America and of its physical and biological evolution. Three lectures each week. Prerequisite: Geology 102. (Will be offered in 1975-76)

**THREE HOURS**

**THARIN SECOND SEMESTER**

**341. REGIONAL FIELD STUDY**—An investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, the Colorado Plateau, etc. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the summer will be spent in the field. Final report required. Prerequisites: Geology 101 or 115 and consent of Geology Department.

**ONE to THREE HOURS**

**REINKING SECOND SEMESTER**

**351. INVERTEBRATE PALEONTOLOGY**—An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One or more Saturday field trip may be required. Prerequisites: Consent of instructor. (Alternate years: will be offered in Spring, 1975).

**FOUR HOURS**

**ANDERSON SECOND SEMESTER**

**371. MARINE GEOLOGY**—An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. The processes, sediments, and chemistry of nearby bodies of water will be examined in the field. Three hours of lecture and one afternoon of laboratory or field study each week. One or more Saturday or weekend field trips may be required. Prerequisites: Consent of instructor. (Alternate years: will be offered in 1975-76).

**FOUR HOURS**

**ANDERSON FIRST SEMESTER**

**453. SEDIMENTOLOGY**—Study of the mineralogy, petrology, petrography, occurrence, and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three lectures and one three-hour laboratory or field trip each week. One weekend field trip may be required. Prerequisite: Geology 231. (Alternate years: will be offered in Spring, 1975).

**FOUR HOURS**

**THARIN SECOND SEMESTER**

**490. SPECIAL PROBLEMS AND SEMINAR**—A course designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student and approved by the Geology Department before research begins. One hour of seminar each week and an acceptable research report required.

**ONE to THREE HOURS PER SEMESTER**

**STAFF ANY SEMESTER**

**495. STUDIES IN GEOLOGY**—A course designed to allow a professor to instruct upperclass students in a special area of interest or research. Students will engage in extensive reading and/or research in the topic of study.

**ONE, TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## HISTORY

MR. CURRY, CHAIRMAN; MR. CLARK, MR. COHEN, MR. FRIED, MR. PENROSE. \*MR. PETROVICH, MR. STRAND.

The story of man's past is vast and complex. No one masters it; yet no person can claim to understand the problems of the present and take constructive steps to create a better future without a reasonable understanding of the past that has helped shape him and his society. A key objective of the history department is to help all students attain a measure of this understanding. It also has a special responsibility in helping those students who wish to explore in greater depth some aspects of man's history and to become more adept at interpreting the past.

To accomodate this major student, the History department offers a wide variety of courses in U.S., European, Asian and Latin American history. Some courses are organized around time periods, for example, "Europe Between the Wars," or "America in the Twentieth Century"; others examine topics or issues, such as "Race in America" or "The European Enlightenment." The major student takes courses in a number of areas to acquire some breadth and overview, and then normally probes more deeply in advanced courses in a field of his special interest.

The History staff bring broad and varied backgrounds and special interests to their teaching. The professor of ancient classical history has just returned from teaching and archeological research in Greece. Another professor is just back from directing an American Junior Year program in Tokyo, Japan. One European history professor, a native of Austria, was an interpreter at the Nürenberg war trials, and has been for many years director of Hope's summer program in Vienna. An American history professor has been active in local government.

Currently students majoring in History also participate in the following activities:

- Feature writer for the "anchor", the student newspaper
- Participation in several of the Year Abroad programs—
  - Junior Year in Beirut
  - Summer seminar in Yugoslavia
  - Summer and semester study program in Vienna
- Participant in the Philadelphia Program—a semester of study and work in the inner city.

History majors in past years have frequently found this study so fascinating that they have followed the trail into graduate schools, and into careers as professional historians—both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. Among the interesting careers of recent graduates of the department are these:

\*On Leave 1974-75.

Director of a New England historical museum  
 Administrative assistant to a U.S. Senator  
 Free lance feature writer, with articles in *Harpers* and *N.Y. Times*  
 Historian for the U.S. Marine Corps  
 Editorial staff, the international beat, for a metropolitan newspaper  
 Bureau chief for *Newsweek* magazine  
 Law practice

**HISTORY MAJORS:** A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields: Economics, Political Science, Sociology, Digital Computer or Foreign Language at or beyond the intermediate level. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course related to the history of an area other than Europe or the United States; and a senior seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics. History 130 or 150 are normally recommended to students who want to take only the required three-hour course needed to fulfill the Cultural Heritage Requirement.

**130. INTRODUCTION TO EUROPEAN HISTORY**—The course will focus on a significant segment of European History and is designed to serve as an introduction to the study of history as a discipline.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**150. INTRODUCTION TO AMERICAN HISTORY**—The course will focus on a significant segment of the History of the United States and is designed to serve as an introduction to the study of history as a discipline.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**210. THE GREEK WORLD**—Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, Greek age of exuberance on Cyprus, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybris, oecumene of Alexander the Great.

**THREE HOURS**

**STRAND FIRST SEMESTER**

**215. THE ROMAN WORLD**—The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the disintegration of the greatest empire the ancient world had known.

**THREE HOURS**

**STRAND SECOND SEMESTER**

## *History*

**220. THE MIDDLE AGES**—A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance. Alternate years, 1975-76.

**THREE HOURS**

**STRAND FIRST SEMESTER**

**230. HISTORY OF THE SOVIET UNION**—Examination of the Russian revolutions of 1917, development of the Soviet system and analysis of the origins and applications of Marxist-Leninist-Stalinist doctrines on Soviet internal and external behavior. Particular attention will be given to a critical examination of the political, diplomatic, economic, social, cultural and educational policies and developments in the Soviet Union during the past fifty years.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**250. RECENT AMERICA**—This course attempts an analysis of the intellectual and political response by twentieth century America to the ravages and rewards of technology and the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: The intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the New Deal; the sources of anxiety and consensus politics in the post World War II era; and, the challenge to the American liberal tradition in the 1960's and 70's.

**THREE HOURS**

**CURRY SECOND SEMESTER**

**260. HISTORY OF LATIN AMERICA**—The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. Alternate years, 1974-75.

**THREE HOURS**

**CURRY SECOND SEMESTER**

**270. HISTORY OF EAST ASIA UNTIL MODERN TIMES**—China's political, economic, social and intellectual history will be covered up to the Manchu conquest in the seventeenth century. Corresponding developments in Japan will be analyzed through the Meiji Restoration of 1868. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**271. HISTORY OF EAST ASIA IN MODERN TIMES**—The political, economic, social and intellectual history of China will be covered from the Manchu conquest of the seventeenth century through the present. The reasons why China entered the modern world through revolutions ending in a communist state will be contrasted with Japan's evolution as an industrialized nation. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**295. STUDIES IN EUROPEAN, AMERICAN, OR NON-WESTERN HISTORY**—These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the history department. In each course a professor

will present lectures in his area of particular interest and students will engage in guided reading and research under his supervision.

**ONE, TWO, or THREE HOURS**

**STAFF BOTH SEMESTERS**

**310. THE GREEK WORLD SINCE CLASSICAL TIMES**—The course attempts to trace the Greek world from the disintegration of ancient Greece to today. It will consider how ancient Greece has influenced western civilization intellectually and culturally during medieval and modern history. Major emphasis will be placed on the Byzantine period, from the fourth to the fifteenth century. Alternate years, 1975-76.

**THREE HOURS**

**STRAND SECOND SEMESTER**

**330. THE ORIGINS OF MODERN GERMANY**—The course will trace the political, social, and economic development of the "Holy Roman Empire of the German Nation" from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years, 1974-75.

**THREE HOURS**

**FRIED FIRST SEMESTER**

**331. MODERN GERMANY AND AUSTRIA**—A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years, 1974-75.

**THREE HOURS**

**FRIED SECOND SEMESTER**

**333. HISTORY OF ENGLAND I**—The development of the English political, social and economic institutions from Roman times to the end of the Stuart period in 1715. Alternate years, 1975-76.

**THREE HOURS**

**CLARK FIRST SEMESTER**

**334. HISTORY OF ENGLAND II**—The second semester, a continuation of the first, begins with an analysis of the modern democratic state and the study of the impact of British traditions on the Empire and the World. Alternate years, 1975-76.

**THREE HOURS**

**CLARK SECOND SEMESTER**

**336. HISTORY OF RUSSIA TO CATHERINE II (862-1762)**—The development of the Russian state from its Kievan origins through the reforms of Peter the Great to the advent of the enlightened despotism of Catherine II. Emphasis will be placed on the geographic, social, economic, political and religious factors as they contributed to the growth of the Russian empire. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**337. HISTORY OF IMPERIAL RUSSIA TO 1917**—The heritage of the reforms of Peter the Great, the enlightened absolutism of Catherine II, the origins and development of Russian intelligentsia, and the changing nature of Tsarist autocracy will provide the main topics for the course. Emphasis will be placed on the ideological, political and social factors as they contributed to the changing patterns of 19th century Russia. Alternate years, 1975-76.

**THREE HOURS**

**STAFF FIRST SEMESTER**

## *History*

**339. HISTORY OF THE BALKAN STATES**—The development since 1815 of Albania, Bulgaria, Greece, Rumania, and Yugoslavia will be studied in this course. Against the background of Eastern Europe during the 1940's and 50's, and the background of the "Third World" in the 1960's, there will be analyzed the processes of Balkanization and polycentrism. Alternate years, 1975-76.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**340. EUROPE AND THE WORLD BETWEEN WARS**—The social, economic, political, and ideological changes in Europe and the areas affected by European policies during the inter-war period. Alternate years. 1975-76.

**THREE HOURS**

**FRIED FIRST SEMESTER**

**341. EUROPE AND THE WORLD IN THE ATOMIC AGE**—The major phases of the Second World War and the political reorganization which followed it. Emphasis will be placed on recent economic, social, and political developments in the major areas of the Western world. Alternate years, 1975-76.

**THREE HOURS**

**FRIED SECOND SEMESTER**

**342. THE AGE OF THE RENAISSANCE AND REFORMATION**—The political, economic, religious, social, intellectual and artistic development of Europe from the 15th century up to the Peace of Westphalia. Alternate years, 1975-76.

**THREE HOURS**

**CLARK FIRST SEMESTER**

**344. THE AGE OF ENLIGHTENMENT AND REVOLUTION**—A survey of the major ideas and movements in eighteenth century Europe, with a strong emphasis on developments within France. The dismal end of the reign of Louis XIV, the growing discontent, the explosiveness of the ideas of the Enlightenment, the dramatic unfolding of the French Revolution. Alternate years, 1974-75.

**THREE HOURS**

**STRAND FIRST SEMESTER**

164 **345. EUROPE IN THE AGE OF NATIONALISM**—The European scene, both east and west, from the final defeat of Bonaparte to the outbreak of world war. The institutionalizing of the ideas of the Enlightenment, the conservative reaction, the Romantic image, rapid industrialization, growing nationalism, vigorous imperialism, popular revolution and philosophical materialism. Alternate years, 1974-75.

**THREE HOURS**

**STRAND SECOND SEMESTER**

**350. THE COLONIAL EXPERIENCE IN AMERICA, 1607-1783**—This course deals with the process by which Europeans became Americans. It focuses upon the interaction between the European heritage and the American environment, and seeks to explain how and why the English colonists became a people so distinctive that they ultimately staged a revolution to assert their independence. Alternate years, 1974-75.

**THREE HOURS**

**COHEN FIRST SEMESTER**

**351. THE FOUNDATIONS OF THE AMERICAN NATION, 1781-1848**—Beginning with the shaky start of the American nation under the Articles of Confederation, this course traces the growth and development of the United States through the Jacksonian era. Major themes include nationalism, expansionism, sectionalism, and the "rise of the common man." Alternate years, 1974-75.

**THREE HOURS**

**COHEN SECOND SEMESTER**

**352. CIVIL WAR AND RECONSTRUCTION: THE MIDDLE PERIOD IN AMERICAN HISTORY, 1848-1877**—This course seeks to explore the origins, developments and consequences of the American Civil War and of the period of Reconstruction which followed. While major emphasis will be placed on the sectional crisis and its results, other themes such as industrialization, reform, and diplomacy will also be covered. Alternate years, 1975-76.

**THREE HOURS**

**COHEN FIRST SEMESTER**

**353. THE EMERGENCE OF MODERN AMERICA**—A study of American politics, society, economics from 1877 to America's entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressives, America's increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, offered 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**355. UNITED STATES FOREIGN POLICY**—This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to stage center during World War II. The aim of this course is to explain how this new framework in which diplomacy was conducted, reshaped the American response to the traditional forces influencing its foreign policy. As national power increased, so too did responsibility for the international order. The problem confronting American policy makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crisis that have threatened the nation's interest and security and impeded the realization of its ideals. Alternate years, 1974-75.

**THREE HOURS**

**CURRY FIRST SEMESTER**

**356. AMERICAN SOCIAL HISTORY**—The course seeks to consider the patterns and problems in American society. Among the topics for special consideration will be: immigration, Black history, development of American education system, the role of the family, the rural-urban conflict, the fabric of an urbanized culture. Techniques of the sociologist will be employed. Alternate years, 1975-76.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**357. THE HISTORY OF AMERICAN IDEAS**—This course will examine the interplay of ideas and American life from the 17th century to the present. Political, religious, scientific, philosophical and literary thought will be considered.

**THREE HOURS**

**STAFF SECOND SEMESTER**



## *History*

**490. INDEPENDENT STUDIES IN HISTORY**—Designed to provide students majoring in history, who plan to enter graduate school, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study.

**THREE HOURS**

**STAFF ANY SEMESTER**

**495. SEMINAR IN HISTORY**—This course is required for all history majors. It is designed to advance their mastery of historical method and the appreciation of the discipline as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with significant source materials in specific fields. The student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

**THREE HOURS**

**STAFF ANY SEMESTER**

## INTERDISCIPLINARY STUDIES

The Department of Interdisciplinary Studies was created by the faculty to provide a structure for interdisciplinary courses clearly related to the liberal intent of the Hope College educational program free from departmental or professional emphasis, to create opportunities for experimentation and innovation in the broad liberal arts context, to provide a structured means for the focusing of the diverse assets of Hope College upon liberal education, common central objectives and critical issues. Additional course offerings in the Department will be made at regular intervals by the Academic Affairs Board. Administratively the department is directly under the Associate Dean for Academic Affairs and has no chairman or faculty specifically assigned to it.

**111. FRESHMAN COLLOQUIUM ON THE SCHOLAR IN AMERICA**—This course seeks to examine the nature and role of intellectual activity in American Culture. Through lectures, readings, discussion with productive scholars, and through investigation of contemporary journals, the student will confront attitudes past and present about scholarly activity in America. Open to Freshman Presidential Scholars and other Freshman students subject to permission of instructor.

**TWO HOURS**

**STAFF FALL SEMESTER**

**115. PRINCIPLES OF BIBLIOGRAPHIC RESEARCH**—Through the study of major reference sources, this course focuses on the methodology needed to do independent investigation. Bibliographic control in the major liberal arts disciplines will be examined, drawing upon college-wide faculty expertise, with the purpose of formulating concepts for effective retrieval of information within these disciplines. Each student will have an individualized project in the literature control in a field of his own choosing. No prerequisites.

**THREE HOURS**

**LEBBIN FALL SEMESTER**

**118. STUDIES IN AMERICAN BLACK CULTURE**—A study of the historical development of Afro-American music and the other non-verbal arts in the Nineteenth and Twentieth Century. The course will examine the validity of these arts as a means of expression both for the individual and his society, and will examine the cause and effect relationship between them and the social, political, and economic background of the period. The development of the Afro-American arts will be traced from the primitive folk art in American to the sophisticated and complex expressions of the Twentieth Century.

**THREE HOURS**

**STAFF SPRING SEMESTER**

**305. COMMUNITY SEMESTER PROGRAM SEMINAR**—This seminar will provide the interdisciplinary core for a community semester program that will combine practical involvement in a community project with informed interpretation of what is experienced in that project. Each year an issue relevant to several disciplines will be chosen to define the subject of study for the

## *Interdisciplinary Studies*

seminar. Students interested in working on a project and doing research related to this issue will be invited to submit proposals. A committee will screen the proposals, taking care to include students from several disciplines and to gain assurance that the student can be placed on a project. For the seminar, each student will be expected to produce a document or an other analyzable example of his contribution to the seminar. The form of this may vary with the field of the student, e.g., a written report, a statistical study, a summary of scientific research, or physical models for a design plan. There will be a common core of reading related to the issue chosen as a theme for the year. In addition, background readings will be assigned before each report given by students, so that participants will be able to discuss the reports. By these means, the readings involved in the seminar will confront a student with approaches followed by those in other disciplines. The opportunity to contrast approaches of different disciplines also will come through participation in the seminar by faculty from several disciplines. Resource people from the community will be asked to make presentations in the seminar. Interdisciplinary Studies 306 is a co-requisite.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**306. COMMUNITY SEMESTER PROGRAM PROJECT**—A condition for acceptance into the community semester program will be the possibility of the student being placed in a project related to the work of an agency, organization, or professional in the community. This project should allow the student to have a sense of participation in a decision-making process searching for a solution to a problem. Both the limits and the opportunities of each project should be defined before it is accepted for the program. The supervisor of the project should have the right to expect that the student will make a contribution beneficial to that supervisor's work. This project should not be work so routine that it would not allow the student scope for a creative approach to finding solutions. The supervisor will be asked to guide the student to books, research, and personal contacts that would be helpful to the finding of solutions. The supervisor will be asked to supply several reports about the student's project, and the student will be asked to write several reports about the supervisor's role. The student will have weekly conferences with the Hope College faculty sponsor of his project. The sponsor will be expected to guide the student in finding research in writing that would help him interpret his project, and to evaluate the degree to which the student had taken advantage of these resources. The Hope College coordinator of the Community Semester Program will conduct periodic conferences with the supervisors and the students about the projects. Prerequisites: A student seeking admission to this program should be, when participating in the program, of junior or senior standing with most college core requirements completed, and at least nine hours completed towards a departmental major.

**SIX HOURS**

**STAFF SECOND SEMESTER**

**311. THE OAK RIDGE SCIENCE SEMESTER**—The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies

## *Interdisciplinary Studies*

311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry and Physics. Approval for Oak Ridge Science Semester in a Department other than that of Interdisciplinary Studies must be obtained in advance by the Chairman of the Department in which this credit is sought.

**FIFTEEN HOURS (MAXIMUM)**

**STAFF FIRST SEMESTER**

**337. PROBING VALUES**—Building on the student's prior understanding of social problems, this course examines the nature of values; some historic and current value definitions; methods of identification, description and analysis; and the resultant implications, as options are confronted and priorities tested, for the individual and for the quality of our national life. Questions of value in the student's world—in education, society, and culture—and in his search for a life style comprise the matrix of the course out of which the individual can begin to shape his own value predicates. Prerequisite: permission of the instructor.

**FOUR HOURS**

**STAFF SECOND SEMESTER**

**401. CHRISTIANITY AND CONTEMPORARY CULTURE**—A confrontation of the Christian faith and its implications toward the problems, technological advances and positive opportunities afforded mankind in the achievements of the natural and social sciences and their effects upon our environment.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**402. CHRISTIANITY AND CONTEMPORARY LITERATURE**—The study of a variety of current literature—novels, plays, etc., from the perspective of Christian evaluation and reflection.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**421. SCIENCE AND HUMAN VALUES**—A course emphasizing awareness of man's involvement (scientific, social, moral, economic) in nature, and detailing the role science and technology plays in creating problems and effecting solutions. The meaning and ramifications to his total environment of all man's actions will be explored.

**THREE HOURS**

**BRINK, WILLIAMS & STAFF FALL SEMESTER**

**IDS 423. SCIENCE AND THE CHRISTIAN FAITH**—The conflicts that have arisen between science and the Christian Faith are studied and evaluated from historical, theological, and scientific perspectives. A resolution is proposed which attempts to integrate the discoveries of science with Holy Scripture. Anticipated problems of faith arising from such advances as the synthesis of life, genetic engineering, and increased human lifetime are also confronted.

**THREE HOURS**

**SECOND SEMESTER**

## **The Philadelphia Urban Semester**

The Philadelphia Urban Semester provides an off-campus educational opportunity for faculty and students: To investigate and analyze a city as a system of human interaction; To blend theory and experience in a professional, academic, and stimulating environment; To acquire understanding of at least one field of work; identify and develop skills in that field; To develop personally, socially, and responsibly in an urban environment.

## *Interdisciplinary Studies*

**IDS 351. PHILADELPHIA URBAN SEMESTER FIELD EXPERIENCE EDUCATION**—Students are placed in professional agencies and institutions complementary to academic disciplines and areas of interest. Students are closely supervised by organizations, professionals and Philadelphia Urban Semester Staff. Maximum Credit, 8 semester hours (required).

**IDS 352. PHILADELPHIA URBAN SEMESTER SUPERVISORY CITY SEMINAR**—Students and staff participate in the Supervisory City Seminar to examine urban life and patterns of interaction. A variety of learning resources are used to explain behavior in the city, such as personal experiences, studies and theories of social science researchers, and data systematically collected by students themselves. Maximum credit, 4 semester hours (required).

**IDS 361. PHILADELPHIA STUDIES IN URBAN ART**—A course dealing with the response of the various fine arts—including architecture—to the urban setting; the needs, opportunities of the fine arts as well as the political, social and cultural ramifications are also studied. Credit, 4 semester hours. (elective).

**IDS 362. PHILADELPHIA STUDIES OF URBAN ISSUES**—Studies concentrating on psychological, sociological and political areas of urban society. This course is divided into 5 sections: a) Research Methodology, b) Social Science Methods, Tools, and Skills, c) Urban Anthropology, d) Social Work, and e) Modular Studies. Maximum credit 4 semester hours (elective).

**IDS 363. PHILADELPHIA STUDIES IN URBAN DESIGN AND PLANNING**—The seminar is directed toward presenting an introduction to the physical form of the metropolitan area, its population characteristics, its land use patterns and its planning and development institutions. It is aimed at providing an informational base in support of the student's own experiences in the city. Credit, 4 semester hours. (elective)

170 **IDS 364. PHILADELPHIA STUDIES IN THE COMMUNICATION PROCESS**—A study of the use and impact of the various mass communication media upon attitudes and actions in the urban community in response to political, social and psychological challenges. Credit, 4 semester hours. (elective)

**IDS 365. STUDIES IN URBAN EDUCATION**—This course seeks to introduce students to a variety of topics and skills related to the understanding of theories, problems, and skills essential for the education of elementary and secondary students in a urban environment. Credit, 4 semester hours. (elective)

**IDS 470U. STUDENT TEACHING IN THE URBAN ELEMENTARY SCHOOL**—Student teaching supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year. Maximum Credit, 8 semester hours.

**IDS 480U. STUDENT TEACHING IN THE URBAN SECONDARY SCHOOL**—Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of Philadelphia. Students must apply for student teaching during the second semester of their junior year. Maximum Credit, 8 semester hours.

## *Interdisciplinary Studies*

**IDS 485U. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS**—Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in the city of Philadelphia. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year. Maximum Credit, 10 semester hours.

None of the above courses are intended to replace either departmental or core requirements, but may do so by special arrangement (e.g. student teaching). All are accepted as elective course credits.

## MATHEMATICS

MR. TANIS, CHAIRMAN; MR. DERSHEM, MR. FOLKERT, \*MR. SHERBURNE, MR. SOMMERS, MR. STEKETEE, MR. VANDERVELDE, MR. VAN IWAARDEN, MR. WHITTLE.

The mathematics program includes courses in mathematical analysis, algebra, and statistics as well as a number of courses with a computer-science orientation.

A principle offering of the department is a major in mathematics with computing emphasis. This program is unique and flexible; it not only provides the student with knowledge about computers, but also allows him to pursue studies in the application of computers to the solution of mathematical problems. In addition, it provides some students with the opportunity to work in a computer center or to work with faculty members on special computer-oriented projects. The recent installation of a Sigma 6 Computer gives students access to one of the most advanced of computers systems. The department's calculator center houses electronic calculators which are readily available to all students.

Mathematics students are currently doing research with faculty members in:

- computer simulation techniques
- use of computer techniques in predicting weather
- automatic generation of computer language compilers

The department continues to offer a strong program in mathematics which prepares a student for graduate school in leading universities in this country. Students with immediate vocational interests have found that the mathematics major provides an excellent background for a position in industry, teaching, business, or government.

All courses except Mathematics 100 and Mathematics 105 require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

**MATHEMATICS MAJOR:** A major in mathematics consists of a minimum of 30 hours of mathematics courses. Nine hours from courses numbered 300 or above including 341 are required. Courses 100, 127, 210, and 215 may not be counted toward a major. Physics 121, 122, 223 are recommended. It is suggested that prospective secondary teachers include 180, 240, 351, 361, and 362 in their programs. All majors should consult a departmental advisor.

**MATHEMATICS MAJOR WITH COMPUTING EMPHASIS:** A major in mathematics with computing emphasis consists of a minimum of 18 hours of mathematics courses including 240 and at least two courses chosen from 273, 336, 341, and 361. Mathematics courses 100, 127, 180, 210, 215 and 216 may not be counted toward this mathematics requirement. In addition, at least 18 hours of computer science courses are required including 282 and 372. All majors are also required to complete 18 hours of work in some area where the computer is applicable. This program will be designed by the student in consultation with his academic advisor. Students planning to enter graduate school in computer science should include computer science 490 and 495 in their programs.

## **Mathematics Courses**

**100. THE NATURE OF MATHEMATICS**—A study of mathematics for the liberal arts student. The role of mathematics is illustrated by topics selected from such areas as set theory, probability and statistics, geometry, algebra, calculus, and computers. Not open to students who have completed a course in mathematics with a higher number.

**THREE HOURS**

**STAFF**

**105. INTRODUCTION TO NUMBER SYSTEMS**—Emphasis is placed on those aspects of mathematics relevant to teaching in the elementary school grades. The topics discussed are the language of sets, rudiments of logic, and the systems of natural numbers, integers, and rational numbers, their operations and properties. For prospective elementary teachers only.

**THREE HOURS**

**SOMMERS FIRST SEMESTER**

**106. FUNDAMENTALS OF ALGEBRA**—Emphasis is placed on those aspects of mathematics relevant to teaching in the elementary school grades. Properties of real numbers, linear equations and inequalities, quadratic equations and inequalities, systems of equations, modular arithmetic, complex numbers, algebraic structures, functions. Prerequisite: Mathematics 105 or equivalent. For prospective elementary teachers only.

**THREE HOURS**

**SHERBURNE, SOMMERS SECOND SEMESTER**

**108. BASIC GEOMETRY**—Informal geometry, points, lines, planes, congruence of geometric figures, similarity, area and volume measurement, geometry of circles and spheres. Prerequisite: high school geometry. For prospective elementary teachers only.

**THREE HOURS**

**STEKETEE SECOND SEMESTER**

**121. SURVEY OF CALCULUS**—A course in calculus for majors of business or social science. A study of basic calculus involving differentiation and integration of elementary functions and their applications to the social sciences. Prerequisite: Algebra and trigonometry.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**127. ENGINEERING DRAWING**—Freehand sketching in perspective, orthographic projection and other useful forms of representation. Intended for pre-engineering students. Not to be counted for a mathematics major.

**TWO HOURS**

**STEKETEE FIRST SEMESTER**



## *Mathematics*

**128. DESCRIPTIVE GEOMETRY**—Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Math 127, or a year of high school drawing. Alternate years 1975-76.

**THREE HOURS**

**STEKETEE SECOND SEMESTER**

**130. PRECALCULUS MATHEMATICS**—A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Math 121.

**FOUR HOURS**

**SOMMERS, STEKETEE**

**133. CALCULUS I**—Functions, limits, continuity. Differentiation and integration of algebraic, trigonometric, logarithmic, and exponential functions. Some applications. One hour of credit granted to students who have completed Mathematics 121. Prerequisite: Mathematics 130 or equivalent.

**FOUR HOURS**

**STAFF**

**134. CALCULUS II**—Techniques of integration. Applications of integration. Improper integrals. Functions of several variables. Partial derivatives. Multiple integrals. Polar, cylindrical and spherical coordinates. Prerequisite: Mathematics 133.

**FOUR HOURS**

**STAFF**

**180. INTRODUCTION TO COMPUTER SCIENCE**—Problems, algorithms, and flowcharts. Basic FORTRAN programming. Errors, approximations, and data structures. Survey of computers, languages, and applications. Same as Computer Science 180.

**THREE HOURS**

**DERSHEM, WHITTLE**

**174 210. INTRODUCTORY STATISTICS**—A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications of estimation and testing of hypotheses, non-parametric methods, regression and correlation.

**THREE HOURS**

**STAFF**

**215. APPLIED STATISTICS AND COMPUTER PROGRAMMING I**—An introduction to statistics and computers as they are applicable to the social sciences. Elements of FORTRAN programming. Descriptive statistics, sampling, estimation and testing of hypotheses. Experience will be given in programming statistical techniques for the digital computer. Not open to students who have completed Mathematics 180 or 210.

**THREE HOURS**

**DERSHEM, WHITTLE FIRST SEMESTER**

**216. APPLIED STATISTICS AND COMPUTER PROGRAMMING II**—Continuation of Mathematics 215. Non-parametric methods, regression, correlation and analysis of variance. Experimental design and other topics in statistics and computer science useful to social sciences.

**THREE HOURS**

**DERSHEM, WHITTLE SECOND SEMESTER**

## *Mathematics*

**231. CALCULUS III**—A study of vectors in three dimensions. Functions of several variables. Partial derivatives. Multiple integrals. Not open to students who have completed Mathematics 134. Prerequisite: Permission of Department Chairman.

**TWO HOURS**

**FOLKERT, TANIS**

**233. INFINITE SERIES**—A study of infinite series, power series, Taylor series and operations with series. Prerequisite: Mathematics 134 or Permission of Department Chairman.

**ONE HOUR**

**FOLKERT, TANIS**

**240. LINEAR ALGEBRA**—Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 134 or Permission of Department Chairman.

**THREE HOURS**

**VANDERVELDE, VAN IWAARDEN**

**270. DIFFERENTIAL EQUATIONS**—First order and higher order ordinary differential equations with applications, series solutions, special techniques. Prerequisites: Mathematics 134 or 231.

**THREE HOURS**

**SHERBURNE, VAN IWAARDEN**

**273. ADVANCED CALCULUS**—A study of applications of 3-dimensional vectors leading to line integrals, surface integrals, Green's Theorem, Stoke's Theorem, the Divergence Theorem and the place of the Jacobian in a transformation. Prerequisite: Calculus II (Math 134)

**THREE HOURS**

**FOLKERT, TANIS FIRST SEMESTER**

**321. HISTORY OF MATHEMATICS**—This course is designed to give mathematics students in secondary education an opportunity to become acquainted with the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolution of analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time.

**ONE HOUR**

**STEKETEE SECOND SEMESTER**

**323. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL**—Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323.

**TWO HOURS**

**SOMMERS FIRST SEMESTER**

**334. COMPLEX ANALYSIS**—Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 331 or consent of Department Chairman. Alternate years, 1975-76.

**THREE HOURS**

**SECOND SEMESTER**

**336. REAL ANALYSIS I**—A formal approach to limits, continuity, differentiation and integration. Attention is given to the proofs of theorems and the introduction of concepts which are not covered in Math 133, 134. Prerequisite: Math 134 and 233.

**THREE HOURS**

**FOLKERT, TANIS SECOND SEMESTER**

## *Mathematics*

**341. ALGEBRAIC STRUCTURES I**—An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240 or equivalent.

**THREE HOURS**

**SOMMERS, VANDERVELDE FIRST SEMESTER**

**342. ALGEBRAIC STRUCTURES II**—A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 341. Alternate years, 1974-75.

**THREE HOURS**

**SOMMERS, VANDERVELDE SECOND SEMESTER**

**351. COLLEGE GEOMETRY**—A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisite: Mathematics 131 or 133.

**THREE HOURS**

**SOMMERS, STEKETEE FIRST SEMESTER**

**361. MATHEMATICAL PROBABILITY AND STATISTICS I**—Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, goodness of fit tests. Lecture, three hours per week for three hours credit. Prerequisites: Mathematics 233 and either 134 or 231. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

**THREE or FOUR HOURS**

**FOLKERT, TANIS FIRST SEMESTER**

**362. MATHEMATICAL PROBABILITY AND STATISTICS II**—Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Lecture, three hours per week for three hours credit. Prerequisite: Mathematics 361. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 180.

**THREE or FOUR HOURS**

**FOLKERT, TANIS SECOND SEMESTER**

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**431. TOPOLOGY AND REAL ANALYSIS I**—Metric spaces, topological spaces, compactness, connectedness, and other topological ideas from an analysis viewpoint. Prerequisite: Mathematics 332.

**THREE HOURS**

**VANDERVELDE, VAN IWAARDEN FIRST SEMESTER**

**432. TOPOLOGY AND REAL ANALYSIS II**—Riemann-Stieltjes integrals, complete metric spaces, measure theory, Lebesgue integration,  $L^p$  space, Hilbert spaces. Prerequisite: Mathematics 431. Alternate years, 1975-76.

**THREE HOURS**

**VANDERVELDE, VAN IWAARDEN SECOND SEMESTER**

**490. INDEPENDENT STUDY AND RESEARCH**—Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: permission of the chairman of the department.

**ONE, TWO or THREE HOURS**

**STAFF**

**495. ADVANCED STUDIES IN MATHEMATICS**—Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of the chairman of the department.

**TWO or THREE HOURS**

**STAFF**

**723. IMPLEMENTATION OF ADVANCED PLACEMENT MATHEMATICS IN HIGH SCHOOL**—A seven-week program for high school teachers who plan to implement AP Mathematics in their schools. Both subject matter and teaching method are included. Admission by invitation of Project Director.

**SEVEN HOURS OF GRADUATE CREDIT**

**FOLKERT SUMMER**

### **Computer Science Courses**

**180. INTRODUCTION TO COMPUTER SCIENCE**—Problems, algorithms, and flowcharts. Basic FORTRAN programming. Errors, approximations, and data structures. Survey of computers, languages, and applications. Same as Mathematics 180.

**THREE HOURS**

**DERSHEM, WHITTLE**

**280. FILE MANAGEMENT**—Introduction to file management and organization, sequential and random processing, sorting, table handling and report writing. Introduction to the COBOL programming language and its application to problems in file management such as in business. Concepts of a common data base will be discussed. Prerequisite: Math 215 or consent of instructor. Alternate years, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**282. COMPUTER AND PROGRAM ORGANIZATION**—Internal structure and organization of computer. Machine language. Basic programming techniques. Assembly language programming. Subroutines, linkages, indexing and indirect addressing. Input-Output techniques. Prerequisite: Computer Science 180 or Mathematics 216. Alternate years, 1975-76.

**THREE HOURS**

**DERSHEM, WHITTLE SECOND SEMESTER**

**288. ADVANCED MODELING AND OPTIMIZATION OF COMPLEX SYSTEMS**—A computer-oriented course dealing with the modeling and optimization of complex systems. Examples will be taken from many disciplines, with emphasis in the physical sciences. Areas to be covered are modeling of continuous systems, modeling of discrete systems, optimization techniques, Monte Carlo and Markov chain techniques. Prerequisites: Mathematics 131 or 133, a course in the physical sciences using calculus, and a knowledge of FORTRAN. Same as Physics 288.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**372. NUMERICAL ANALYSIS**—An introduction to the numerical solution of mathematical problems on digital computers. Solution of equations, linear systems, integration problems, and ordinary differential equations will be examined with special emphasis on error control and selection of method. Assignments will include applications in physics, chemistry, mathematics and statistics. Prerequisites: Computer Science 180 and Mathematics 134 or 231. Alternate years, 1974-75.

**THREE HOURS**

**DERSHEM SECOND SEMESTER**

## *Mathematics*

**381. DATA STRUCTURES**—A study of the ways data can be structured including mathematical principals necessary for understanding these structures, their computer implementation, and algorithms for forming and manipulating the structures. Structures examined will include stacks, queues, arrays, and lists. Algorithms for sorting, searching, and storage allocation will be studied. Alternate years, 1974-75.

**THREE HOURS**

**DERSHEM FIRST SEMESTER**

**383. PROGRAMMING LANGUAGES**—Description, definition and use of higher level programming languages. Structure of statements and their description. Structure of languages illustrated by mini-languages. Survey of types of languages. Relationship between languages and their compilers. Prerequisite: Computer Science 180. Alternate years, 1975-76.

**THREE HOURS**

**WHITTLE, DERSHEM FIRST SEMESTER**

**490. INDEPENDENT STUDY AND RESEARCH IN COMPUTER SCIENCE**—Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline under the supervision of one or more designated staff members. Prerequisite: permission of the chairman of the department.

**ONE, TWO or THREE HOURS**

**STAFF**

**495. ADVANCED STUDIES IN COMPUTER SCIENCE**—A course designed for junior and senior majors which covers an advanced topic in computer science chosen from compiler construction, advanced computer organization, artificial intelligence, computer theory and systems programming. Course may be repeated for additional credit with a different topic. Usually offered at least once each year. Prerequisite: permission of the chairman of the department.

**TWO or THREE HOURS**

**STAFF**

## MUSIC

MR. KOOIKER, CHAIRMAN; MR. ASCHBRENNER, MR. CAVANAUGH, MR. CECIL, MISS CONWAY, MR. DAVIS, MR. GREENBERG, MISS HOLLEMAN, \*MR. LEHMAN, \*\*MISS MORRISON, \*MR. RIDER, MR. RIETBERG, MR. RITSEMA. Assisting Faculty: MRS. DAUSER, MR. FORMSMA, MR. HOPPER, MR. JACKSON, MR. LANGEJANS, MR. MALFROID, MR. MINOR, MRS. PALMA, MRS. RIDER, MRS. SHERMAN, MRS. WARNAAR, MRS. WORKING.

The Music Department of Hope College has two aims—to supply the liberal arts students with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. A student in the second group, if he desires to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting him to teach music from kindergarten through the twelfth grade; the degree will not be awarded until he has gained Michigan provisional teacher certification; if he desires to be a performing artist, he should select the Bachelor of Music in Performance program; if he wishes to major in music under the Bachelor of Arts degree he may do so in either Music Literature and History or Theory. All of the above programs are designed as basic toward continued study in graduate schools of music. All students who major or minor in music may waive all or part of the Piano Proficiency requirement upon application to the Chairman of the Piano Faculty, and successful completion of a Piano audition.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom: 179

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in the Grand Rapids Symphony

Graduates of the Music Department are currently serving as:

- a teacher of musicology at a major university
- a first hornist in the New York Philharmonic Orchestra
- as librarian at the Sibley Library in the Eastman School of Music
- director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company

\*On Leave Second Semester 1974-75.

\*\*On Leave First Semester 1974-75.

## Music

**MAJOR:** A student who wishes to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, must start work in the department in his Freshman year, following the suggested schedule closely. If possible, he should indicate his preference in his application for admission to Hope College and should, with all other freshmen intending to major in music, meet with the department chairman *before* actual registration in the Fall. Time and place of this meeting will be announced in Freshman orientation notices. In the second semester of the freshman year a student will fill out an intent to major form, be evaluated by the department, and counseled appropriately. Formal application for majoring takes place at the close of the sophomore year.

**MINOR:** The Music Minor requirements for elementary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 300	2 hours
Ensemble	2 or 3 hours
Applied Music	6 or 7 hours
1st year Piano Proficiency, or four hours	
<b>TOTAL:</b>	<b>20 hours</b>

The Music Minor requirements for secondary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 370 or 375	3 hours
Ensemble	2 hours
Applied Music	6 hours
1st year Piano Proficiency, or four hours	
<b>TOTAL:</b>	<b>20 hours</b>

180

## BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Liberal Arts: Introduction to Liberal Studies (7), World Literature (6), Psychology 100 (3), Social Sciences (3), History (3), Foreign Language (6), Religion (6), Mathematics (3), Science (4), Senior Seminar (3), Physical Education (2).

Total: 46 hours

Basic Musicianship: Music 101, 111, 112, 211, 212, 311, 321, 323, 325.

Total: 28 hours

Performance: Applied Major area (16), Piano (8), or 2nd year Piano Proficiency, Music 344 (3), Ensembles (4), Music Electives (2). Applied Minor area- if the major applied is organ or piano, 4 hours of the minor area must be voice.

Total: 33 hours

## *Music*

Professional Education: Education 220 (4), 360 (3), 500  
(3), 480 (10), Music Education 300 (2), 375  
(3), 491 (2).

Total: 27 hours

Grand Total 134 hours

### **BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION**

Liberal Arts: Same as program above.

Total: 46 hours

Basic Musicianship: Music 101, Music Literature (6),  
Music 111, 112, 211, 212, 311, 341, 342.

Total: 31 hours

Performance: Applied Major area (16), Piano (4), or 1st  
year Piano Proficiency, Music 333, 334, 335,  
336, 341, Ensembles (4)

Total: 32 hours

Professional Education: Education 220 (4), 360 (3), 500  
(3), 480 (10), Music Education 300 (2), 491  
(2), 370 (3).

Total: 27 hours

Grand Total 136 hours

Every student whose major applied instrument is brass, wind or percussion  
is required to be a member of the band for a minimum period of three years.

Every student whose major applied instrument is strings is required to be a  
member of the orchestra for a minimum of three years.

### **BACHELOR OF MUSIC IN PERFORMANCE**

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Liberal Arts: Introduction to Liberal Studies (7), World  
Literature (6), History (3), Social Sciences (6),  
Science (4), Mathematics (3), Foreign  
Language (6), Religion (6), Senior Seminar  
(3), Physical Education (2).

Total: 46 hours

Basic Musicianship: Music Literature (12), 111, 112, 211,  
212, 311, 312, 315, 491, (In addition, organ  
majors must take Music 328 and 350, for four  
additional hours).

Total: 34 hours

Performance: Applied Major area (24), Applied Minor  
area (8), (Organ majors take 4), Music 341,  
344, Major Applied Methods course, Ensemble  
(2), Electives (5).

Total: 47 hours

Grand Total 127 hours



## *Music*

### **BACHELOR OF ARTS WITH A MAJOR IN MUSIC**

The program for this major requires that the student apply for a major to the chairman of the department during his freshman year. The basic requirement in general studies is the core program. The chairman, or an advisor from the department, will work out a program of study to meet the major requirements and to ensure the development of a program which meets the individual needs and abilities of each student.

Major areas of study include the history of music, music theory and composition with a strong emphasis on performance. The degree basically will serve those students who plan to continue their music education in graduate or professional schools.

**101. INTRODUCTION TO MUSIC**—Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. May be taken in partial fulfillment of the College Cultural Heritage Requirement.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

### **THEORETICAL COURSES:**

**111. THEORY I**—For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, key scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Students deficient in keyboard must take piano concurrently with this course.

**THREE HOURS**

**CECIL, RIETBERG FIRST SEMESTER**

**112. THEORY I**—Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

**THREE HOURS**

**CECIL, RIETBERG SECOND SEMESTER**

**211. THEORY II**—Prerequisite: 111 and 112, first-year piano proficiency. A continuation of Theory I, including keyboard harmony, dictation, and sight-singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily.

**FOUR HOURS**

**ASCHBRENNER FIRST SEMESTER**

**212. THEORY II**—Continuation of course 211.

**FOUR HOURS**

**ASCHBRENNER SECOND SEMESTER**

**213. COMPOSITION**—A class designed for students with prior music composition background, especially those who are interested in becoming composition majors. The class will involve the writing of exercises, the completion of analytical assignments and free composition. Workshop performances of student compositions will be included. The course may be repeated. Prerequisite: Music 111, 112 or permission of instructor.

**TWO HOURS**

**ASCHBRENNER BOTH SEMESTERS**

**295. STUDIES IN MUSIC**—A lecture or seminar class in a special topic offered at the sophomore level.

**TWO or THREE HOURS**

**STAFF**

**300. ELEMENTARY MUSIC METHODS**—A practical presentation of how to teach music to school children, using simple instruments, functional piano-playing, demonstration of methods and materials. Designed for the classroom teacher. Juniors and Seniors. Class piano or note-reading ability strongly recommended prerequisite. Same as Education 300.

**TWO HOURS**

**HOLLEMAN**

**311. FORM AND ANALYSIS**—A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II.

**TWO HOURS**

**CAVANAUGH FIRST SEMESTER**

**312. FORM AND ANALYSIS**—Continuation of course 311. Alternate years, 1974-75.

**TWO HOURS**

**CAVANAUGH SECOND SEMESTER**

**315. COUNTERPOINT**—A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period.

**THREE HOURS**

**DAVIS SECOND SEMESTER**

**321. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS**—Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Prerequisite: Music 101 or consent of instructor. Alternate years, 1974-75.

**THREE HOURS**

**KOOIKER SECOND SEMESTER**

**323. WAGNER AND THE TWENTIETH CENTURY**—The styles and development in music in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Prerequisite: Music 101 or consent of instructor. Alternate years, 1974-75.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**325. MUSIC LITERATURE BEFORE 1750**—The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Prerequisite: Music 101 or consent of instructor. Alternate years, 1975-76.

**THREE HOURS**

**CAVANAUGH SECOND SEMESTER**

**326. SURVEY OF VOCAL LITERATURE**—A course designed to incorporate the three main styles of solo vocal literature. The study is devoted to Baroque and Classical oratorio, a survey of Romantic and Contemporary Art Song, and an introduction to operatic recitative and aria. Alternate years, 1974-75.

**THREE HOURS**

**MORRISON SECOND SEMESTER**

**327. ORGAN LITERATURE**—A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1975-76.

**TWO HOURS**

**DAVIS FIRST SEMESTER**

## *Music*

**328. MUSIC, LITURGY AND LIFE: THE CHRISTIAN TRADITION**—A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

The purpose of this course is to discover how what man believes is expressed in liturgy and the way in which music is both an aid and the vehicle for man's worship of God.

**THREE HOURS**

**RIETBERG FIRST SEMESTER**

**330. PIANO METHODS**—Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff.

**TWO HOURS**

**CONWAY FIRST SEMESTER**

**333. STRING APPLIED METHODS**—A required course for instrumental music education majors. Alternate years, 1975-76.

**TWO HOURS**

**RITSEMA FIRST SEMESTER**

**334. STRING APPLIED METHODS**—Continuation of Course 333. Alternate years, 1975-76.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**335. BRASS AND PERCUSSION METHODS**—A required course for instrumental music education majors. Alternate years, 1974-75.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**336. WOODWIND METHODS**—A required course for instrumental music education majors. Alternate years, 1974-75.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**184 337. VOCAL METHODS**—A required course for Vocal Performance degree majors and strongly recommended for vocal music education majors. Alternate years, 1974-75.

**TWO HOURS**

**MORRISON SECOND SEMESTER**

**341. ORCHESTRATION AND CONDUCTING**—Orchestral and band scoring with emphasis on the technique of the baton and the rehearsal problems of instrumental groups. Includes work with brass and woodwind ensembles, progressing to the scoring of music for symphonic band. Prerequisite: Music 212. Alternate years, 1974-75.

**THREE HOURS**

**RITSEMA FIRST SEMESTER**

**342. ORCHESTRATION AND CONDUCTING**—Continuation of course 341. Includes string ensembles and the adaptation of vocal, piano and organ works for symphonic orchestra. Alternate years, 1974-75.

**THREE HOURS**

**RITSEMA SECOND SEMESTER**

**344. CHORAL CONDUCTING**—A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1975-76.

**THREE HOURS**

**CAVANAUGH FIRST SEMESTER**

**350. SERVICE PLAYING**—Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1 ½ years of organ. Recommended for organ majors. Alternate years, 1974-75.

**TWO HOURS**

**RIETBERG SECOND SEMESTER**

**370. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION**

—The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1975-76.

**THREE HOURS**

**RITSEMA FIRST SEMESTER**

**375. SECONDARY CHORAL METHODS**—The study and observation of secondary teaching techniques, with examination of materials. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1974-75. Same as Education 375.

**THREE HOURS**

**HOLLEMAN SECOND SEMESTER**

**490. INDEPENDENT STUDY**—This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the faculty member who will act as his advisor and tutor, by the music faculty as a whole, and by the Dean for Academic Affairs.

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**491. SENIOR SEMINAR IN MUSIC**—A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

**TWO HOURS**

**KOOIKER FIRST SEMESTER**

**495. STUDIES IN MUSIC**—A lecture or class in a special topic for music majors.

**TWO or THREE HOURS**

**STAFF**

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**APPLIED MUSIC COURSES**

All courses in Applied Music are open to students of varying degree of preparation, from beginners to advanced students. All music majors except First semester Freshmen are required to pass an examination each semester under the jury system. For Applied Music fees, see index.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital committee.

All private lessons are of 30 or 45 minutes duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special

## *Music*

holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study. Two hour credit courses are open to all students, including non-music majors. Three hour credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a class each Wednesday from 3:30—4:20.

### **APPLIED MUSIC—PRIVATE INSTRUCTION**

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one forty-five minute lesson per week, receiving three hours credit per semester.

### **APPLIED MUSIC**

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments.

### **APPLIED MUSIC—CLASS INSTRUCTION**

**190. PIANO CLASS, BEGINNING**—Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.

**TWO HOURS**

**191. PIANO CLASS, INTERMEDIATE**—A continuation of the above.

**TWO HOURS**

**192. VOICE CLASS, BEGINNING**—Open to all students, with a limit of four hours total credit.

**TWO HOURS**

**193. VOICE CLASS, INTERMEDIATE**—A continuation of the above.

**TWO HOURS**

### **ENSEMBLES—CHORAL AND INSTRUMENTAL**

**100. CHAPEL CHOIR**—Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.

**ONE HOUR**

**110. COLLEGE CHORUS**—Membership open to all interested students.

**ONE-HALF HOUR**

**120. ORCHESTRA**—Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestral repertoire. The 60 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists.

**ONE HOUR**

**130. BAND**—Open to all students by audition. The concert Band gives several concerts throughout the year and regularly takes a short spring tour. The Pep Band entertains at sporting events.

**ONE HOUR**

**135. STAGE BAND**—Provides an opportunity to read and perform the standard big band literature; improvisation is also stressed. The band performs on campus and traditionally plays for school assemblies in the state.

**ONE-HALF HOUR**

**140. COLLEGIUM MUSICUM**—Study and performance of instrumental and vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by tryouts at the beginning of the first semester.

**ONE-HALF HOUR**

**150. SYMPHONETTE**—Membership determined by tryouts at the beginning of the Fall term.

**ONE-HALF HOUR**

**155. OPERA WORKSHOP**—A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will be performed and on the alternate year a full production will be performed. By permission of instructor only.

**ONE HOUR**

**FIRST SEMESTER**

**160. CHAMBER ENSEMBLES**—By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble.

**ONE-HALF HOUR**

**BOTH SEMESTERS**

# PHILOSOPHY

MR. DYKSTRA, CHAIRMAN; MR. JENTZ.

Philosophy is both a subject matter and a mode of critical reflection whose field of inquiry is as broad as human experience itself. For this department, philosophy is always an act of inquiry. In the context of a liberal arts education, philosophy can and must serve equally three classes of students:

1. Those interested in the wide range of inquiries that characterizes Liberal Arts education. Philosophy seeks to involve these students in fundamental questions which are unique to any one of the identifiable disciplines or common to several or all of them; to develop competence in critical thought; and to open up possibilities for relating the broad areas of human experience and learning to each other.
2. Those whose main educational interest is in specialized areas. For these philosophy is chiefly the critical analysis of the fundamental concepts employed in the various specialized disciplines (e.g. art, science, religion); an examination of the kinds of validity achieved in each; and a major means by which a student can achieve such a self-awareness in his discipline that his ventures in the discipline may become explicitly purposive and so promise to be also highly creative.
3. Those who expect to major in philosophy. For these the department provides opportunity to become familiar with the history of philosophical thought and with the major special fields of philosophical inquiry; or in other words, to come as close as possible to stepping into the stream of philosophy at the point of development it has now reached; and to become realistically involved in this contemporary stream—in part by discovering by what rationale it has arrived where it now is, and in part by locating the hitherto unresolved issues in philosophy.

Some interesting careers that philosophy majors have moved to include the following:

- practicing law in an Eastern law firm
- teaching philosophy in colleges and universities
- teaching American studies in a university
- engaging in computer science research
- pastoring a Presbyterian church in California
- serving as a denominational executive in the Reformed Church in America in New York City.

## MAJOR REQUIREMENTS:

A student may obtain a major in Philosophy in any one of six ways. Any one of the six will qualify him for graduate study in Philosophy. Our program also permits the major student a wider range of choice for post-baccalaureate study—in preparation for law, teaching, business, theology, etc., as well as for advanced study in some other graduate disciplines besides philosophy.

Our program takes into account the fact that a person with major interests in (say) Philosophy of Science will desire to have experience and a degree of competence in science, and that it is good sense to recognize this aim in the granting of credit for such cognate study toward a philosophy major. The same applies to students interested in aesthetics, social sciences, religion, and political science.

All philosophy majors must take the following: one course in logic, one course in basic philosophic skills (major philosophic problems and arguments), a three course sequence in the History of Philosophy, and advanced work as indicated below.

*Any courses from other disciplines which are to be offered as partial fulfillment of the requirements of any of the philosophy major programs must be explicitly approved by the Philosophy Department.*

1. Philosophy as a Liberal Arts Major

a. The five basic courses:

- Philosophy 201—Introductory Logic
- Philosophy 115—Fundamentals of Philosophy
- Philosophy 210—Ancient and Medieval Philosophy
- Philosophy 212—Early Modern Philosophy
- Philosophy 310—Twentieth Century Philosophy

b. At least two of the following: Philosophy 295—Studies in Philosophy, Philosophy 490—Independent Study, Philosophy 495—Advanced Studies in Philosophy

c. At least six additional hours in the department.

Total: 30 hours

2. Philosophy of Art

a. The five basic courses

b. Philosophy 373—Aesthetics

c. Cores of courses as follows:

From *either* the departments

of Art, Music, or Theatre, 12 hours, no more than three of which may include "performance" courses; or

From the English Department

12 hours of upper level courses; or

From a foreign language

9 hours of upper level courses.

d. Either Philosophy 295, 490, or 495

Total: 33-36 hours

3. Philosophy of Science

a. The five basic courses

b. Philosophy 360: Philosophy of Science

c. A sequence of at least 12 hours in either: Biology, Physics, Chemistry, Geology, or Mathematics

d. Either Philosophy 295, 490, or 495

Total: 36 hours



## *Philosophy*

4. Philosophy of the Social Sciences
  - a. The five basis courses
  - b. Philosophy 360: Philosophy of Science
  - c. Philosophy 241: History of Political and Social Theory.
  - d. From *either* of the departments of Economics, Political Science Psychology, or Sociology, 9 hours of upper level courses.
  - e. Either Philosophy 295, 490, or 495

Total: 36 hours

5. Ethics and Political Philosophy.
  - a. The five basic courses
  - b. Philosophy 340-History of Ethical Theory
  - c. Philosophy (Political Science) 241—History of Political and Social Theory
  - d. Philosophy 342-Ethics
  - e. Philosophy 374-Political Philosophy
  - f. Either Philosophy 295, 490, or 495

Total: 34 hours

6. Philosophy of Religion
  - a. The five basic courses
  - b. Philosophy 331: Philosophy of Religion
  - c. Department of Religion  
At least 12 hours beyond the Basic Studies in Religion.
  - d. Either Philosophy 295, 490, or 495

Total: 36 hours

Variations from any of these programs may be sought by formal application to the department.

- 
- 190 113. INTRODUCTION TO LIBERAL STUDIES—Required of all freshman students. A course built around the notion of "prior questions", i.e., the notion that by the time formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc.

DYKSTRA BOTH SEMESTERS

115. FUNDAMENTALS OF PHILOSOPHY—An introduction to argumentation and concept analysis in application to issues in theory of knowledge, the concepts of mind/body and freedom/determinism, and ethics. Open to all students.

THREE HOURS

JENTZ BOTH SEMESTERS

201. INTRODUCTORY LOGIC—Articulation of the various classic structures of the human reasoning processes: the elementary forms of deductive and inductive reasoning. Development of skills in the use of the various methods. Open to all students.

THREE HOURS

DYKSTRA SECOND SEMESTER

## *Philosophy*

**210. ANCIENT & MEDIEVAL PHILOSOPHY**—Greek philosophy from its beginnings through Socrates, Plato, Aristotle, and the later moralists. The encounter between Hellenistic philosophies and Early Christian thought.

**FOUR HOURS**

**JENTZ FIRST SEMESTER**

**212. EARLY MODERN PHILOSOPHY**—From Descartes through German Idealism, with major emphasis on the epistemological and metaphysical issues. The main developments in 19th century social philosophy. Philosophy's confrontation with the developing scientific method.

**FOUR HOURS**

**DYKSTRA SECOND SEMESTER**

**240. PHILOSOPHIES OF MAN**—A symposium type of study of the various concepts of man that have been proposed as seriously intended images of the nature of man, and inquiry as to whether modern culture is or is not downgrading man's image, and whether more carefully critical concepts of man may contribute to revitalization of modern culture. Not offered. 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**241. HISTORY OF POLITICAL AND SOCIAL THEORY**—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Same as Political Science 341.

**FOUR HOURS**

**ELDER FIRST SEMESTER**

**295. STUDIES IN PHILOSOPHY**—Independent study on a topic proposed by the student, subject to departmental approval. Prerequisites: Philosophy 115 and permission of the instructor. The course can be taken once only.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**310. TWENTIETH CENTURY PHILOSOPHY**—The major tendencies in 20th century philosophy: pragmatism, realism, analytical philosophy, existentialism, and phenomenology.

**FOUR HOURS**

**DYKSTRA FIRST SEMESTER 191**

**320. ORIENTAL PHILOSOPHIES**—An introduction to the major philosophic traditions of India and China, together with comparisons with and possible implications for philosophizing in the West. Alternate years, 1975-76.

**THREE HOURS**

**JENTZ SECOND SEMESTER**

**331. PHILOSOPHY OF RELIGION**—Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Prerequisite: Philosophy 115. Alternate years, 1975-76.

**THREE HOURS**

**JENTZ FIRST SEMESTER**

**340. HISTORY OF ETHICAL THEORY**—Survey of the important types of ethical emphasis, with a critical analysis aimed at discovering whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. Alternate years, 1975-76.

**THREE HOURS**

**DYKSTRA FIRST SEMESTER**

## *Philosophy*

**342. ETHICS**—An attempt to clarify the nature of ethical thinking, by identification of concrete ethical issues in ordinary experience, examination of the criteria for determining that an issue is a moral one, the developments of procedures for resolving such issues, and, in this context, reflections on the nature of ethical theory. Alternate years, 1974-75.

**THREE HOURS**

**JENTZ SECOND SEMESTER**

**360. PHILOSOPHY OF SCIENCE**—A clarification and critical examination of the fundamental concepts and methods in science, including an identification of the assumptions of the natural and social sciences, with specific attention given to their justification. Alternate years, 1974-75.

**THREE HOURS**

**DYKSTRA FIRST SEMESTER**

**362. PHILOSOPHY OF HISTORY**—An examination of the relationship between speculative philosophy of history and analytical philosophy of history. Not offered, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**373. AESTHETICS**—An attempt to discern the nature of art, the factors characterizing works of art, the features that distinguish our experience of works of art from other kinds of experience, the meaning of beauty, the place of art in civilization, and the nature of aesthetic theory. Alternate years, 1974-75.

**THREE HOURS**

**JENTZ SECOND SEMESTER**

**374. POLITICAL PHILOSOPHY**—Primarily a course in philosophic writing, focusing upon certain key political concepts, e.g., Order, Freedom, Justice, History. Papers will be read and criticized by members of the class, and graded by the instructor. Prerequisite: Philosophy/Political Science 341. Alternate Years, 1975-76.

**THREE HOURS**

**JENTZ SECOND SEMESTER**

**400. MAJOR PHILOSOPHICAL WORKS**—Critical reading and analysis of several major works in philosophy, with a view toward understanding the historical milieu out of which they arose and their enduring significance for the present. Prerequisite: Philosophy 115. Not offered, 1974-75.

**THREE HOURS**

**STAFF SECOND SEMESTER**

**490. INDEPENDENT STUDY**—A senior Honors Project consisting of the writing of a thesis. (See description under Academic Regulations.) Prerequisite: Departmental approval of a student-proposed project prior to enrollment in the course.

**THREE HOURS**

**STAFF FIRST SEMESTER**

**495. ADVANCED STUDIES IN PHILOSOPHY**—Topical seminars, focusing upon philosophic writing and the critique of papers in class. Prerequisite: Permission of the instructor.

**THREE HOURS**

**DYKSTRA SECOND SEMESTER**

## PHYSICAL EDUCATION AND RECREATION

MR. VANDERBILT, CHAIRMAN; MISS BEAN, MR. BREWER, MR. DeVETTE, MR. GREEN, MR. KRAFT, MISS PARKER, MR. SMITH, MR. VAN WIEREN, Assisting Faculty; MRS. DeBRUYN.

The curriculum of the Department of Physical Education and Recreation is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education, recreation and/or dance.

Students currently majoring in the Department of Physical Education and Recreation also participate in the following activities:

- directing the entire intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools and hospitals
- directing various recreational programs through the local YMCA and Holland Department of Recreation
- serving as camp counsellor in scout camps, camps for the handicapped, and church camps
- provide meaningful experience for children in elementary physical education

Graduates of the Department of Physical Education are currently leading satisfying careers as:

- recreational director of a Midwest city
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor for a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation

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**PROFESSIONAL OPPORTUNITIES:** Many students will find courses in the Department of Physical Education and Recreation helpful in preparation for their future professional vocation. With a major in this department numerous opportunities can occur. For example, elementary teaching, secondary teaching, college teaching after graduate work, coaching, athletic directorships, sport announcer, sport journalist, physical therapist, recreational therapist, occupational therapist, dance therapist, dance instructor, dance performer or leader in industrial recreation, community recreation, or private enterprises of a recreational nature are only a few of the career choices open for our majors and minors.

**MEANINGFUL EXPERIENCE PROGRAM:** A meaningful sequence of opportunities are provided for all students planning to major or minor in physical education, recreation or dance. Consult the Department Chairman for a copy of the program for your particular area of interest.

## *Physical Education and Recreation*

**REQUIRED PHYSICAL EDUCATION:** To be liberally educated each person should develop skills for leisure time pursuits. All students are required to take two semester courses in Physical Education activities and are permitted to take up to four semester courses and count them toward graduation requirements.

**APPLICATION PROCEDURES:** Students desiring a major or approved minor are required to consult the Department Chairman, preferably during their sophomore year. Upon student request the chairman will set up an appointment with the Screening Committee of the department for student guidance and program planning. Physical education majors minoring in Recreation or Dance, or Recreation majors minoring in Physical Education or Dance are required to substitute courses from within our department in cases when core requirements are duplicated.

**PHYSICAL EDUCATION MAJOR:** A major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-139 do not meet this requirement. All students planning to major in physical education are required to take Biology 102, Mathematics 210, Psychology 100, and either Physics 111 or Chemistry 101. A major must also complete the following physical education courses: 201, 205(W), 211, 221, 231, 301, 340(M), 381, 382.

**MINOR:** Recommended minor in Physical Education with an emphasis in Coaching or Teaching. When possible courses should be taken in numerical order (e.g. P. E. 201, Philosophic History should be taken before P.E. 382, Methods and Biomechanics of Advanced Motor Skills, etc.) If this procedure is adhered to, the student will progress in a more meaningful sequence.

**EMPHASIS IN COACHING—22 hours** (Two used by Education Department for certification requirement) Activity credit—at least 1 of 2 required courses should be taken in sports offered as Interscholastic Sports in Secondary Schools: Physical Education Courses: 101-139, 201, 331, 332, or 334, 335, 340, 361, or 371, 382, plus participation in two intercollegiate or intramural sports and active participation in Meaningful Experiences.

**EMPHASIS IN TEACHING—22 hours** (Two hours used for Education Department Certification requirement) Physical Education 201, 211, 221, 301, 381, 382, plus Activity Courses—Four hours in activities of least proficiency as determined by the Head of our Professional Program. (See Physical Education Chairman).

**RECREATION MAJOR:** A major in recreation consists of a minimum of thirty-one hours within the department. All students planning a major or composite recreation major are required to take Biology 102, Mathematics 210, and Psychology 100. A major must also complete the following core courses: 201, 250, 340, 365, 375, 382 and 490. In addition to the core, the student should choose 9 hours within the department from any of the following course offerings: 203, 205, 230, 345, 350, 295 or 361. It is also expected that the recreation major will be an active participant in the meaningful experience program of the Department. (See Physical Education and Recreation Chairman for details.)

## *Physical Education and Recreation*

**COMPOSITE MAJOR FOR THE RECREATION STUDENT:** The composite major utilizing recreation as one of the areas of concentration includes the 22 core hours (201, 250, 340, 365, 375, 382 and 490). In addition to the core, the composite major is required to have at least 14 hours from a department other than physical education in areas appropriate to the student's career plans. It is of utmost importance that the student contemplating a composite major secure information pertaining to composite majors from the Registrar's Office prior to the completion of his sophomore year. In selecting courses the student is required to take 18 hours in courses numbered 300 or above. The following are possible areas for including in the Recreation composite major:

### **22 Hours Recreation Core plus**

#### **Minimum hours**

- 14 hours Business Administration—for administrative positions in Recreation.
- 14 hours Religion—for future Christian Education positions
- 14 hours Sociology and Psychology—for Urban vocations dealing with youth work or various social service agencies.
- 14 hours Communications—for career plans in administering community or industrial recreational programs.
- 14 hours Science—for outdoor recreators, Outward Bound type vocations or community ecological planners.
- 14 hours Performing Arts—for recreators who desire enrichment in dance, theatre, art or music; lending a unique background to the future community recreator.

Variations of the above may be sought by formal application to the Department of Physical Education and Recreation.

**RECREATION MINOR:** The minor includes a minimum of 22 hours (two of which are used by the Education Department for certification purposes).

The following courses are required for the minor: 201, 340, 250, 382 and *two* of the following *four* courses: 295, 350, 365, or 375. Additionally, *three* hours should be chosen from the following to complete the minor requirements: 203, 205, 230, 345, 350, 295 or 361.

195

**DANCE MINOR.** See pages 115-117.

## **PHYSICAL EDUCATION COURSES**

**101-139. PHYSICAL EDUCATION ACTIVITIES**—A required course for all students to be taken in the freshman year. The activities offered include fencing, self defense, backpacking, canoeing, bicycling, racketball, pool, volleyball, badminton, golf, handball, tennis, conditioning, and the co-educational activities of archery, bowling, folk and square dance, modern dance, swimming, skiing, gymnastics, table tennis, weight training, relaxation and jogging, and life saving.

**201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION**—Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Same as Recreation 201.

**THREE HOURS**

**BREWER FIRST SEMESTER**

## *Physical Education and Recreation*

**203. HEALTH EDUCATION**—This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Recreation 203.

**THREE HOURS**

**SMITH FIRST SEMESTER**

**205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE**—Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance with an introduction to composition. Same as Recreation 205 and Dance 205.

**THREE HOURS**

**DeBRUYN, PARKER FIRST SEMESTER**

**211. HUMAN PHYSIOLOGY AND HYGIENE**—An extension and application of fundamental concepts of physiology introduced in the first year biology course. Two lecture periods and one two-hour laboratory a week. Prerequisite: Biology 102.

**THREE HOURS**

**GREEN BOTH SEMESTERS**

**221. ANATOMY AND KINESIOLOGY**—The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 102 and Physical Education 211. Same as Dance 221.

**THREE HOURS**

**GREEN SECOND SEMESTER**

**230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING**—This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as Recreation 230.

**TWO HOURS**

**PARKER, STAFF SECOND SEMESTER**

**231. MEASUREMENT THEORY AND PRACTICE**—Designed to acquaint the student with existing tests and measures and sources for their location; to critically evaluate existing tests and measures; to administer tests and interpret their results; and to develop an understanding of the basic elements of statistics necessary for comprehension of contemporary research literature in our field.

**THREE HOURS**

**KRAFT SECOND SEMESTER**

**295. STUDIES IN PHYSICAL EDUCATION**—Designed as a lecture discussion experience in special topics of interest at the sophomore level of competency.

**ONE, TWO or THREE HOURS**

**STAFF TBA**

**301. NATURE AND BASIS OF MOTOR LEARNING**—The purpose of this course is to gain an understanding of human behavior in competitive situations and activity learning experiences. Special emphasis is given the theory and research in the area of motor learning. Prerequisite: Psychology 100.

**THREE HOURS**

**VANDERBILT SECOND SEMESTER**

## *Physical Education and Recreation*

**305. ADVANCED TECHNIQUES AND COMPOSITION FOR MODERN DANCE**—This is an introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme and group choreography. Prerequisite: Two semesters of Techniques and Fundamentals in Modern Dance or Physical Education 315. Alternate years. Same as Dance 305.

**TWO HOURS**

**DeBRUYN**

**315. MODERN DANCE METHODS**—Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 205 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years. Same as Dance 315.

**TWO HOURS**

**DeBRUYN SECOND SEMESTER**

**331. TECHNIQUES OF COACHING TRACK, CROSS COUNTRY, WRESTLING AND OTHER SPORT. (Coaching Men I)**—The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week.

**THREE HOURS**

**BREWER, STAFF FIRST SEMESTER**

**332. TECHNIQUES OF COACHING FOOTBALL, BASKETBALL, AND BASEBALL. (Coaching Men II)**—The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week.

**THREE HOURS**

**DeVETTE, STAFF SECOND SEMESTER**

**334. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women I)**—The purpose of this course is three fold. 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sport covered in this course are: field hockey, soccer-speedball, basketball, golf, and track and field. The course will require two one-half hour lecture-laboratory sessions a week. Alternate years.

**TWO HOURS**

**PARKER, BEAN FIRST SEMESTER**

**335. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women II)**—The purpose of this course is the same as that of 334, but the sports covered will be: archery, softball, volleyball, tennis, gymnastics, and swimming. This course will also meet for two one-half hour periods a week.

**TWO HOURS**

**PARKER, BEAN FIRST SEMESTER**

**340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS**—The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Recreation 340.

**THREE HOURS**

**GREEN, BEAN FIRST SEMESTER**

**345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL**—This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Recreation 345.

**TWO HOURS**

**PARKER BOTH SEMESTERS**



## *Physical Education and Recreation*

**350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION**—The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Recreation 350. Alternate years.

**THREE HOURS**

**VAN WIEREN SECOND SEMESTER**

**361. SPORTS SOCIOLOGY**—An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Recreation 361.

**THREE HOURS**

**VANDERBILT FIRST SEMESTER**

**371. SPORT PSYCHOLOGY**—Endeavors to investigate the psychological dimension in sport as it pertains to the athlete, the coach, and the spectator; emphasis is placed on understanding and appreciating the relatively new academic discipline of sport psychology; special attention is focused on the latest research findings pertaining to the psychological ramifications of man engaged in sport. Prerequisite: Psychology 100. Alternate years.

**THREE HOURS**

**VANDERBILT FIRST SEMESTER**

**381. METHODS AND BIOMECHANICS OF ELEMENTARY MOTOR SKILLS**—This course is designed to help the student gain competence in the teaching methodology, biomechanical analysis, and performance of motor skills commonly found in elementary physical education programs. Three lectures and two two-hour laboratories a week.

**FOUR HOURS**

**VAN WIEREN FIRST SEMESTER**

**382. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS**—The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Three lectures and two two-hour laboratories a week. Same as Recreation 382.

**FOUR HOURS**

**KRAFT, STAFF FIRST SEMESTER**

**490. INDEPENDENT STUDY**—This course provides opportunity for the pursuit of an independent research study or in depth reading in a specific area of interest. Prerequisite: Senior Standing.

**ONE, TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**495. SEMINAR FOR MAJORS IN PHYSICAL EDUCATION**—A course intended to provide a meaningful exchange of ideas on contemporary issues in physical education and sport. Prerequisite: Senior Status.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## **RECREATION COURSES**

**201. PHILOSOPHIC HISTORY OF HEALTH, PHYSICAL EDUCATION AND RECREATION**—Orients the student to professional work in these three fields. Emphasis is placed on philosophy and history as it has influenced physical

## *Physical Education and Recreation*

education, Health and Recreation. Beginning course for physical education and recreation majors and minors. Same as Physical Education 201.

**THREE HOURS**

**BREWER, STAFF FIRST SEMESTER**

**203. HEALTH EDUCATION**—This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Physical Education 203.

**THREE HOURS**

**SMITH FIRST SEMESTER**

**205. TECHNIQUES OF FOLK, SQUARE, AND MODERN DANCE**—Beginning and intermediate techniques and methodology taught in the three dance forms: 1) Square dance basics utilized in pattern and singing calls. 2) Folk dances from various cultural backgrounds covered with emphasis on style as it relates to each ethnic group. 3) Fundamentals of modern dance with an introduction to composition. Same as Physical Education 205 and Dance 205.

**THREE HOURS**

**DeBRUYN, PARKER FIRST SEMESTER**

**230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING**—This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as Physical Education 230.

**TWO HOURS**

**PARKER, STAFF SECOND SEMESTER**

**250. COMMUNITY RECREATION—PROGRAMS AND ACTIVITIES**—A course designed to serve as an introduction to the recreational field. A prerequisite for other courses in the recreation curriculum. The role and scope of recreation and leisure in the American culture will be explored in examination of the following areas: 1) the role of recreation in America, 2) the sources and settings of recreational services, 3) the recreation profession, and 4) the recreation program.

**THREE HOURS**

**DeVETTE FIRST SEMESTER**

**299. INTERNSHIPS IN RECREATION**—Designed for first hand experiences in recreation and community camp programs. Contracts will be signed between the student and the staff member who coordinates the program. A three hour contract will include approximately forty-five hours of classroom type discussion including a variety of reading materials, role playing, films and additional orientation experience. A paper summarizing some aspect of the experience may also be a requirement of the course. It is envisioned that a member of the Hope staff will be the director of the camp which coordinates the camping type internships. Other possibilities are also available in community recreation work or urban semester programs. For Total of Six Hours.

**THREE HOURS**—may be chosen twice for the Recreation Major or Minor

**STAFF ANY SEMESTER**

**340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS**—The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Physical Education 340.

**THREE HOURS**

**BEAN, GREEN FIRST SEMESTER**

## *Physical Education and Recreation*

**345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL**—This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Physical Education 345.

**TWO HOURS**

**PARKER FIRST SEMESTER**

**350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION**—The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Physical Education 350. Alternate years.

**THREE HOURS**

**VAN WIEN SECOND SEMESTER**

**361. SPORTS SOCIOLOGY**—An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Alternate years, 1974-75.

**THREE HOURS**

**VANDERBILT FIRST SEMESTER**

**365. URBAN RECREATIONAL ADMINISTRATION AND SOCIOLOGICAL CONSIDERATIONS**—A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method approach. The concept of leisure will be discussed, along with various other sociological aspects of recreation. The three phase program will be as follows: 1) On campus study of leisure and utilization of the case method approach to administrative problems, 2) At Cran-Hill Ranch in depth discussions, reports, taped lectures, personal reflection, and appropriate films should assist the preparation of the student for the city visit, 3) In the city of Chicago—visits and discussions with recreational leaders in the suburban areas and the inner city with primary focus on the contrast in recreational opportunity in the suburbs and inner city.

**THREE HOURS**

**VANDERBILT ANY SEMESTER**

**375. THEORETICAL AND PRACTICAL ASPECTS OF WILDERNESS SKILLS PROGRAMS**—The theory and practice of basic wilderness skills for the development of leadership in outdoor recreational experiences within our society. To acquaint the student with the knowledge and application of Emergency First Aid, personal safety, and the ecological impact of outdoor recreational participation.

**THREE HOURS**

**BEAN, STAFF SECOND SEMESTER**

**382. METHODS AND BIOMECHANICS OF ADVANCED MOTOR SKILLS**—The purpose of this course is threefold: 1) to explore human movement patterns as they relate to advanced sports' skills 2) to discuss and practice the techniques and strategy of many activities, and 3) to learn how to teach these activities in the most effective manner. Three lectures and two two-hour laboratories a week. Same as Physical Education 382.

**FOUR HOURS**

**KRAFT, STAFF FIRST SEMESTER**

## *Physical Education and Recreation*

**490. INDEPENDENT STUDY**—This course provides opportunity for the pursuit of an independent research study or in depth reading in a specific area of interest. Prerequisite: Senior Status. Same as Physical Education 490.

**ONE, TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

**495. SEMINAR FOR MAJORS IN RECREATION**—A course intended to provide a meaningful exchange of ideas on contemporary issues in recreation. A final synthesis provided through theoretical discussions and possible research experiences.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## PHYSICS

MR. FRISSEL, CHAIRMAN; MR. BROCKMEIER, MR. MARKER, MR. SEESER, MR. TOEVS, MR. VAN PUTTEN, MR. VAN WYLEN.

The Physics Department offers a comprehensive program for those desiring a career in physics or allied natural sciences. The physics course structure allows each student to tailor his program to his main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- X-ray analysis of trace elements in water samples from the Grand River using Van de Graaff accelerator
- computer analysis of experimental data
- analysis of trace elements in samples from the Antarctic ocean floor to provide new geologic time scales
- design and fabrication of electronic circuits to process data on atomic and nuclear reactions

The undergraduate experimental program centers primarily around the 2.5 million volt Van de Graaff accelerator, which can accelerate both positive ions and electrons. It is used for research in nuclear astrophysics, nuclear charge distribution studies, and quantitative analysis for trace elements of environmental importance. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Such extensive laboratory facilities are rarely found in undergraduate colleges, and are comparable to those in the best graduate schools. Research projects in geophysics, Fourier optics, industrial research and development, and applied mathematical methods are also available. The College's Sigma 6 Computer System is used extensively by physics students at all levels.

### PHYSICS MAJOR

The minimum requirement of all physics majors is twenty-six hours of course work from the departmental offerings. The courses that make up the twenty-six hours should depend on the student's future plans; therefore the specific courses chosen to satisfy the physics major must have full departmental approval; this approval should be obtained at the time of application for major.

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

A. Students who are either:

- 1) bound for graduate school in physics or astronomy, or
- 2) in a 4 year pre-engineering program, or
- 3) training for an industrial position.

For the students described above a physics major requires 26 hours from Physics courses numbered 121 and higher. Additional requirements are Chemistry 111, 115 and 121, and Geology 115 or Biology 111. In addition Math 133, 134, 270 are required, and 180 and 240 are recommended. Individual counselling with the physics department is strongly urged so that the course pattern best meets the objectives of the student.

**B. Dual Majors**

In a case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department.

**C. Students preparing for secondary education**

A physics major will require 30 hours (Certification requirement) in physics and may include Physics 111, 112, 113, and 114 providing departmental approval is obtained.

**NON-SCIENCE MAJORS**

Non-Science majors may wish to choose from courses described in the listing of Non-Science Major Oriented Courses.

**PRE-MEDICINE STUDENTS**

The sequence Physics 121, 122, and 223 satisfies the entrance requirements for most medical schools. In addition Physics 241, 242 are suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

**PRE-ENGINEERING STUDENTS**

Various three-two programs in which Hope participates require Phys. 121, 122, 223 and 232. Additional physics courses are desirable; the choice will depend on the branch of engineering chosen.

Many students find it profitable to take the four year B.A. program with a major in physics and then pursue graduate work in an engineering school. A graduate degree can be usually obtained in one to two years.

**COMPUTER SCIENCE**

A computer science major has just been approved but the details were not formalized at the publication date. For details of the program see Dr. Brockmeier or Dr. Seeser of the Physics Department, or Dr. Dershem or Dr. Whittle of the Mathematics Department.

**NON SCIENCE MAJOR ORIENTED COURSES**

**111. THE VISIBLE WORLD**—This is a laboratory course for non-science majors. Included, in their historical setting, are such laws of universal signifi-

## *Physics*

cance as conservation of energy and momentum, and gravitation; the phenomena of light, lasers and electronic devices including the transistor; the topics of astronomy and cosmology, and the brief description of Einstein's special theory of relativity. The weekly two-hour laboratory closely parallels the lecture. No prerequisites.

**FOUR HOURS**

**STAFF FIRST SEMESTER**

**112. MAN AND INVISIBLE WORLD**—This is a non-laboratory course that considers the world beyond the reach of the microscope. Considered are the molecule, the atom, the nucleus, and the elementary particles, along with the philosophical implications of their description. Discussed are the concepts, ideas and symmetries of nature evident in these building blocks of nature such as quantum mechanics and the uncertainty principle. Associated technology such as power generation will be considered. The social and philosophical implications of science in society is a continual theme of the course. No prerequisites.

**TWO HOURS**

**STAFF SECOND SEMESTER**

**113. ASTRONOMY**—A survey of the physical universe; what we know and how we know it. Opportunities for observational work are included. No prerequisites.

**TWO HOURS**

**BROCKMEIER FIRST SEMESTER**

**114. PHYSICS OF SOUND AND MUSIC**—Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.

**TWO HOURS**

**TOEVS SECOND SEMESTER**

**116. PHYSICS THROUGH SCIENCE FICTION**—This course directed toward non-science majors, uses settings from science fiction to provide the bases for discussions of concepts and machinery of contemporary physics and the limits of technology. Topics will include the character of space and time, theories of cosmology (physical origin of the universe), astronomical principles and methods, implications of quantum mechanics and thermodynamics, and the role of the computer in technically-oriented society. No prerequisites.

**TWO HOURS**

**TOEVS FIRST SEMESTER**

**211. PHYSICAL SCIENCE FOR ELEMENTARY EDUCATION TEACHERS**—A course designed to introduce prospective elementary education teachers to physical science. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism, and the physical and chemical properties of matter. This course is the same as Chemistry 211 and is open only to prospective elementary education teachers. Prerequisites: none.

**THREE HOURS**

**MARKER, WETTACK FIRST SEMESTER**

**213. SCIENCE LABORATORY ELEMENTARY TEACHERS**—A course designed to introduce the prospective elementary education teachers to those laboratory techniques and procedures most useful to the teachers in the classroom. Demonstrations and experiments in biology, chemistry, geology and physics will be selected to reinforce concepts acquired in lecture and to serve

as the bases for his future teaching of science. This course will commonly be taken in the junior year. Prerequisites: completion of at least two of the science courses for elementary school teachers or permission.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**215. CONTROL AND MODELING OF SYSTEMS**—This course is an introduction to the concepts of control and modeling of systems. It is open to all students. The causes of instability and the criteria for stability in simple systems are considered, and methods of modeling systems are developed. These ideas are applied to increasingly complex systems such as biological, economic, and sociological systems. The validity of the approach is examined. Experience in modeling and control is gained through class experiments, games, and computerized models. The course is a practical guide to methods of attacking complex problems.

**THREE HOURS**

**VAN PUTTEN FIRST SEMESTER**

#### **SCIENCE MAJOR ORIENTED COURSES**

**121. GENERAL PHYSICS**—A study of main concepts of motion, of classical and quantum mechanical conservation principles related to energy, momentum, and charge, and of those concepts involved in wave phenomena. Those intending to follow with Physics 122 should take Math 121 or 133 concurrently with Physics 121.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**122. GENERAL PHYSICS**—Application of energy and momentum conservation to electrostatics, mechanics, and rotational motion; introduction to relativity, and application of differential equations to analysis of oscillatory and transitory systems. Recitation three hours; laboratory three hours per week. Prerequisite: Physics 121, and Math 133.

**FOUR HOURS**

**STAFF SECOND SEMESTER**

**223. GENERAL PHYSICS**—including geometrical and physical optics, and other wave phenomena; introductions to thermodynamics, statistical physics and sound. Recitation three hours; laboratory three hours per week. Prerequisite: Phys. 122.

**FOUR HOURS**

**STAFF FIRST SEMESTER**

**191. GENERAL PHYSICS**—The honors course corresponding to Phys. 121. By permission of the department.

**TWO HOURS**

**STAFF FIRST SEMESTER**

**192. GENERAL PHYSICS**—The honors section corresponding to Physics 122. By permission of the department.

**FOUR HOURS**

**STAFF FIRST SEMESTER**

**293. GENERAL PHYSICS**—The honors course corresponding to Physics 223. By permission of the department.

**FOUR HOURS**

**STAFF FIRST SEMESTER**

**232. INTRODUCTION TO THEORETICAL PHYSICS**—A concentrated study in areas of vector calculus, special relativity, complex variable description, the wave equation, wave propagation and applied mathematical methods. This



## Physics

course is a prerequisite to most higher level courses. Prerequisite: Physics 223, and Math 270 concurrently.

**THREE HOURS**

**FRISSEL SECOND SEMESTER**

**241. ELECTRONICS**—Circuit components, complex impedances, characteristics of semiconductors, methods of circuit analysis, and application of integrated circuits to logic circuits. Lab. three hours.

**THREE HOURS**

**VAN PUTTEN FIRST SEMESTER**

**242. ELECTRONICS**—(Continuation of 241)—Application of electronic devices to special circuits for scientific instrumentation. Includes digital and analog systems. Lab. three hours.

**THREE HOURS**

**VAN PUTTEN SECOND SEMESTER**

**288. ADVANCED MODELING AND OPTIMIZATION OF COMPLEX SYSTEMS**—(Same as Comp. Sci 288)—A computer-oriented course dealing with the modeling and optimization of complex systems. Examples will be taken from many disciplines, with emphasis in the physical sciences. Areas to be covered are modeling of continuous systems, modeling of discrete systems, optimization techniques, Monte Carlo, and Markov chain techniques. Prerequisites: Math 131 or 133, a course in the physical sciences using calculus, and a knowledge of FORTRAN. Alternate years, 1974-75.

**THREE HOURS**

**SEESER SECOND SEMESTER**

**290. INDEPENDENT STUDIES**—With departmental approval a freshman or sophomore may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

**ONE or TWO HOURS**

**STAFF BOTH SEMESTERS**

**295. STUDIES IN PHYSICS**—A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

**342. ELECTRICITY AND MAGNETISM**—A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, energy and momentum of the electromagnetic field, and wave guides. Prerequisite: Phys. 232 and Math 270.

**FOUR HOURS**

**STAFF SECOND SEMESTER**

**352. PHYSICS OF THE OPTICAL DOMAIN**—A course primarily concerned with the optical portion of the electromagnetic spectrum. Topics considered are geometrical optics, optical devices, polarization, diffraction and interference, interferometry, Fourier optics, holography and optical properties of materials. Prerequisite: Phys. 232. Alternate years.

**THREE HOURS**

**SEESER FIRST SEMESTER**

**361. ANALYTICAL MECHANICS**—A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 232.

**FOUR HOURS**

**BROCKMEIER FIRST SEMESTER**

**362. STATES OF MATTER**—The prominent states of matter are examined from classical and quantum mechanical points of view. The effects of Bose-Einstein and Fermi-Dirac statistics are detailed in gases, liquids, and solids. Models of ordering in liquids and phase changes are discussed. Applications are made to such systems as plasmas, electron gases in metals, semiconductors, superconductors, super-fluids and condensed nuclear matter. Methods of calculating the approximate behavior of matter under various conditions will be emphasized. Prerequisite: Physics 232. Alternate years.

**THREE HOURS**

**VAN PUTTEN FIRST SEMESTER**

**371. PHYSICS OF ATOMS, NUCLEI, AND PARTICLES**—Beginning with the physical dilemmas that preceded the quantum revolution, this course will emphasize the basic concepts and experimental techniques of contemporary physics that are used to investigate the physical world. Specific topics will include interactions of photons and charged particles with matter, atomic physics, methods of particle acceleration and detection, and nuclear physics. Prerequisite: Physics 232.

**THREE HOURS**

**TOEVS FIRST SEMESTER**

**372. QUANTUM THEORY**—A study of the mathematical foundation of quantum theory. Topics include Hilbert space, properties of quantum mechanical operators; equation of motion for state vectors, alternative representations; solution of the Schroedinger equation for one dimensional and spherically symmetric systems; angular momentum; approximation methods; and the preparation of states and measurement of observables. Prerequisite: Physics 371.

**FOUR HOURS**

**MARKER SECOND SEMESTER**

**381. ADVANCED LABORATORY**—The laboratory experiments are chosen, in consultation with the instructor, from the fields of electricity and magnetism, optics, and atomic and nuclear physics. Laboratory, four hours. Prerequisite: Physics 232. Required of physics major.

**ONE HOUR**

**SEESER FIRST SEMESTER**

**382. CONTINUATION OF ADVANCED LABORATORY 381**—Required of physics majors. Prerequisite: Physics 381.

**ONE HOUR**

**SEESER SECOND SEMESTER**

**473. QUANTUM PHENOMENA**—A continuation of Physics 372 with special emphasis on applications of the theory. Topics include quantum mechanical description of molecular, atomic, and nuclear structure; scattering theory; and fundamental particles and their interactions. Prerequisite: Physics 372.

**THREE HOURS**

**MARKER FIRST SEMESTER**

**490. INDEPENDENT STUDY**—With departmental approval a junior or senior may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll each semester.

**ONE or TWO HOURS**

**STAFF BOTH SEMESTERS**

**495. ADVANCED STUDIES IN PHYSICS**—A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

**TWO or THREE HOURS**

**STAFF ANY SEMESTER**

## POLITICAL SCIENCE

MR. ZOETEWY, CHAIRMAN; MR. ELDER, MR. HOEKSEMA, MR. HOLMES, Assistant Faculty: MR. BOPF, MR. DE BORST.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior, and political institutions in the local, state, national and international areas. To accomplish this goal, students majoring in political science take such courses as "History of Political Theory," "Comparative Government," "American Political Parties," and "International Law." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad, they work in political campaigns, "apprentice" in several types of state and national legislators. All political science majors have the opportunity to attend the Washington Semester Program. This program enables students to enroll in seminars with key political and administrative officials in the national government.

In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:

- organizing a local Holland precinct
- sponsoring a model United Nations for local area high schools
- meeting with prominent campus visitors, such as Senator Mark Hatfield
- organizing a "get-out-to-vote" campaign among college students over the "age of majority"

Graduates of the Department of Political Science has pursued such satisfying careers as:

- a member of the United States House of Representatives
- an assistant to the President's Press Secretary
- a foreign service officer in Southeast Asia
- a professor of International Relations at a major American University
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a budget analyst in Fairfax County, Virginia
- a campaign management specialist with his own consulting firm

**SOCIAL SCIENCE REQUIREMENT:** Students who want to fulfill the college social science requirement should take Political Science 101.

**GENERAL PROGRAM FOR MAJORS:** The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work in political science. Students who take appropriate electives in other disciplines

## *Political Science*

may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work each student major will be required to enroll in 101, 121 or 212, 251, 261 or 262, 341 and 495. Each major is strongly urged to take Economics 201 and to fulfill his college mathematics requirement by taking an introductory computer science course or Math 210 (Statistics) or Math 215-216.

**SPECIAL PROGRAM IN FOREIGN AREAS STUDIES:** A political science major may choose to concentrate on foreign areas studies in which case he will complete an individually tailored thirty-one hour study program formulated in conjunction with his advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Political Science department. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see the following faculty members who serve as program advisors: Dr. Elder, Dr. Hoeksema, and Dr. Holmes. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Political Science department. Students who meet the International Education Committee's requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA in Lebanon, India, and Colombia.

**101. NATIONAL GOVERNMENT**—A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations (Holmes), foreign policy emphases (Holmes, Hoeksema), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey, Hoeksema) are among the special approaches and interests of the staff.

**THREE HOURS**

**STAFF BOTH SEMESTERS 209**

**121. STATE AND LOCAL GOVERNMENT**—Procedures of government at the state and local level are studied with an emphasis on the functional approach. Prerequisite: Political Science 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in Local Government or possibly state government).

**THREE HOURS**

**BOPF FIRST SEMESTER**

**211. AMERICAN POLITICAL PARTY DEVELOPMENT**—This course will trace the origin and growth of our political parties, major and minor from the late 18th century to the present. Prerequisite: Political Science 101 or permission of the instructor.

**THREE HOURS**

**ZOETEWAY FIRST SEMESTER**

**212. PARTIES, PRESSURE GROUPS AND ELECTIONS**—This course will involve a study of the organization and functions of contemporary political institutions such as parties, pressure groups and the nominating and electoral processes. Prerequisite: Political Science 101.

**THREE HOURS**

**ZOETEWAY SECOND SEMESTER**

## *Political Science*

**235. PUBLIC ADMINISTRATION**—The underlying principles of government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 391 (Internship—in Federal Vocations, Local Government, or possibly in state government).

**THREE HOURS**

**ELDER FIRST SEMESTER**

**251. INTERNATIONAL RELATIONS**—An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work.

**THREE HOURS**

**DE BORST, HOLMES BOTH SEMESTERS**

**261. COMPARATIVE GOVERNMENT**—A study of the major types and forms of governments of Europe. Prerequisite: one semester of college work.

**THREE HOURS**

**HOEKSEMA SECOND SEMESTER**

**262. INTRODUCTION TO THE POLITICS AND INTERNATIONAL RELATIONS OF LATIN AMERICA**—A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing.

**THREE HOURS**

**HOLMES SECOND SEMESTER**

**270. INTRODUCTION TO CULTURE AND POLITICS OF INDIAN SUB-CONTINENT**—Considerable emphasis will be placed on the effects which religion, social structure and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work.

**THREE HOURS**

**ELDER SECOND SEMESTER**

**272. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA**—A geographical, cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time.

**THREE HOURS**

**HOEKSEMA FIRST SEMESTER**

**295. STUDIES IN POLITICAL SCIENCE**—This course allows the student to take a course 1) that might have a particular relevance at a particular time, 2) that would have special interest and background; such as Middle East Politics, Civil Rights, Political Violence, Far East politics, Urban Government and Politics, Soviet-American relations. Prerequisite: one semester of college work.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**331. LEGISLATIVE PROCESS**—The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisite: Political Science 101.

**THREE HOURS**

**ZOETEWY SECOND SEMESTER**

**339. AMERICAN CONSTITUTIONAL LAW**—Principles of the American Constitution; separation of powers, federalism, the power of the national and state

## *Political Science*

government, and limitations on the exercise of those powers. Prerequisite: Political Science 101. Open to qualified sophomores.

**THREE HOURS**

**DE BORST SECOND SEMESTER**

**341. HISTORY OF POLITICAL AND SOCIAL THEORY**—The objective of the course is two-fold: (1) to consider some of the basic problems of political philosophy, and (2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Open to qualified sophomores.

**FOUR HOURS**

**ELDER FIRST SEMESTER**

**346. AMERICAN POLITICAL AND SOCIAL THOUGHT**—This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores.

**THREE HOURS**

**ELDER SECOND SEMESTER**

**352. INTERNATIONAL LAW, ORGANIZATION, AND SYSTEMS**—Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Political Science 251 recommended but not required as prerequisite. Open to qualified sophomores.

**THREE HOURS**

**HOLMES SECOND SEMESTER**

**378. AMERICAN FOREIGN POLICY**—American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

**THREE HOURS**

**HOEKSEMA FIRST SEMESTER**

**391. INTERNSHIP PROGRAM**—A field experience in government at the local, state or national level, or with a political party organization. The student will work in a governmental or political office for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner with his field experience. Prerequisite: Junior Standing or consent of the Chairman.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**395. AMERICAN SEMINAR**—In cooperation with the American University of Washington D.C. a full semester's work may be taken in Washington, D.C. Consult Mr. Zoetewey.

**490. INDEPENDENT STUDIES**—Independent research of an advanced nature under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: Senior standing and consent of the department chairman.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**491. READINGS**—Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Senior standing and consent of the department chairman.

**TWO HOURS**

**STAFF BOTH SEMESTERS**

## *Political Science*

**495. SEMINAR**—This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Seminars scheduled for 1974-75 will study the American Presidency (Fall Semester) and National Security Policy (Spring). Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

**THREE HOURS**

**ZOETWEY, HOLMES BOTH SEMESTERS**

## PSYCHOLOGY

MR. BEACH, CHAIRMAN; MR. BROWN, MRS. DICKIE, MR. HARRISON, MR. MOTIFF, MR. MYERS, MR. VAN EYL. Assisting Faculty: MR. VANDER WOUDE.

The Department of Psychology aims to provide its students with a strong base in the methodology and fundamental concepts of psychology in order to prepare them to enjoy the study of behavior or to pursue graduate study or practical applications of psychology. It is the department's philosophy that the best preparation for the future comes through acquiring the intellectual tools that will enable the student to be a problem solver, to change and grow as old techniques and vocational specialties become obsolete and new approaches become available.

The department also offers students opportunities to witness and experience psychological principles and thereby to shape their personal visions for the future. Almost half of the department's courses offer the opportunity for laboratory experience.

The department's exceptional new facilities include a faculty-student lounge, an eight room laboratory for observing children and small groups, 40 additional rooms for laboratory instruction and research with humans and animals (monkeys, rats, mice, fish), and innovative classroom facilities. Many students collaborate with faculty in research in much the same way that graduate students do in large universities. In 1972, Hope was one of 19 colleges and universities to receive a National Science Foundation grant for summer research by psychology students and in 1973 a team of six Hope students received a National Science Foundation grant to support their summer research project on mental retardation. In the Spring semester of 1974, 35 psychology students were involved in independent study—learning psychology by doing psychology.

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The Psychology-Sociology Composite Major is designed specifically for students who plan to enter the "helping professions," such as social work. This program utilizes the greater Holland community and its social agencies as a laboratory for learning.

Graduates of the Department of Psychology are now pursuing interesting careers, such as:

- teacher of Organizational Psychology at Yale University
- senior partner in an Eastern law firm
- pastor of a Reformed Church of America congregation in the Midwest
- administrative assistant to a United States Senator
- career officer in the United States Navy
- personnel manager for a national photography-chemical firm
- human engineer for a national computer firm
- director of a social agency in Western Michigan



## *Psychology*

Although employment opportunities are increasing for the person holding only the bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field. Consequently, the student who aims to work as a psychologist should plan on graduate study, preferably study leading to the Ph.D. degree.

Due to the variety of interests and goals of students wishing to major in psychology and to the variety of directions one may take within the field of psychology, flexibility is provided in the major requirements.

**MAJOR REQUIREMENTS:** The minimum requirements of all psychology majors are 24 hours of psychology credit including General Experimental psychology (200) and two hours credit in in-depth study in either a Topical Seminar (495) or independent study (490). In addition, one course to be selected from among 310, 320, 340 or 350 and one from among 230, 260, or 300 are required. Since these are core courses, the department strongly recommends that at least one other course be sampled from each of these divisions. Also required are statistics (Math 210 or Math 215 and 216) and animal biology. Strongly recommended are other courses in computer science, biology, math, philosophy, sociology and communications.

General Experimental Psychology should be completed by the end of the sophomore year. Psych 295, 490 and 495 may be repeated for additional credit and up to four hours of combined credit may be applied to the psychology major requirements.

A "Psychology Department Handbook" is available for students desiring more detailed information regarding the department, opportunities in psychology and related fields, and other psychology facilities, activities, programs and opportunities at Hope.

**214 100. INTRODUCTION TO PSYCHOLOGY**—An introduction to the study of behavior. Psych 100 or Psych 200 is a prerequisite for all other psychology courses except 210, and 211.

**THREE HOURS**

**STAFF BOTH SEMESTERS**

**200. GENERAL EXPERIMENTAL PSYCHOLOGY**—A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization.

**FOUR HOURS**

**MOTIFF, VAN EYL, STAFF BOTH SEMESTERS**

**210. ANIMAL BEHAVIOR: THEORY AND RESEARCH**—An introduction to psychological, ethological and ecological approaches to animal behavior. Emphasis is on animals as models for complex processes and as exhibitors of intrinsically interesting behavior. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112.

**TWO HOURS**

**MOTIFF**

**211. ANIMAL BEHAVIOR LABORATORY**—A laboratory course in animal behavior usually to be taken concurrently with Psych. 210. The laboratory stresses contemporary techniques in animal behavior. Two three-hour laboratory periods. Prerequisite: Psych. 100 or Biol. 102 or Biol. 112; Co-requisite or Prerequisite: Psych. 210.

**TWO HOURS**

**MOTIFF**

**220. EDUCATIONAL PSYCHOLOGY**—Same as Education 220. (When taken as psychology credit it cannot be counted toward the number of hours required for a 24 hour psychology major.)

**230. DEVELOPMENTAL PSYCHOLOGY**—An introduction to theories, research methods, and findings related to intellectual, emotional, perceptual, social and personality development during childhood and adolescence.

**THREE HOURS**

**DICKIE, HARRISON BOTH SEMESTERS**

**231. DEVELOPMENTAL PSYCHOLOGY LAB**—Weekly seminars and readings in conjunction with field research or participation. Emphasis will be on contemporary techniques in naturalistic observational studies of behavior (Harrison) or on actual participation in the operation of a day care center or nursery school (Dickie). This course may be repeated once for credit. Corequisites or prerequisites: Psychology 230 and permission of instructor.

**ONE HOUR**

**DICKIE, HARRISON**

**260. INTRODUCTION TO PERSONALITY**—Introduction to the study of personality with emphasis on development and dynamics.

**THREE HOURS**

**BEACH, BROWN BOTH SEMESTERS**

**270. THE EXCEPTIONAL CHILD**—Same as Education 330. (When taken as psychology credit it cannot be counted toward the number of hours required or a 24 hour psychology major.)

**295. STUDIES IN PSYCHOLOGY**—A lecture or seminar class in a special topic of psychology. Prerequisites: permission of instructor.

**TWO or THREE HOURS**

**STAFF**

**300. SOCIAL PSYCHOLOGY**—The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior.

**THREE HOURS**

**MYERS BOTH SEMESTERS**

**310. LEARNING: THEORY AND RESEARCH**—Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory. Prerequisite: Psych. 200.

**TWO HOURS**

**311. LEARNING LABORATORY**—A laboratory course in learning usually to be taken concurrently with Psych. 310. The laboratory stresses contemporary techniques and issues in animal and human learning. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or Prerequisite: Psych. 310.

**TWO HOURS**

## *Psychology*

**320. PHYSIOLOGICAL PSYCHOLOGY: THEORY AND RESEARCH**—An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior. Prerequisite: Psych. 200.

**TWO HOURS**

**MOTIFF**

**321. PHYSIOLOGICAL PSYCHOLOGY LABORATORY**—A laboratory course in physiological psychology usually to be taken concurrently with Psych. 320. The laboratory stresses contemporary techniques in the investigation of the physiological bases of behavior. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 320.

**TWO HOURS**

**MOTIFF**

**330. TESTS AND MEASUREMENTS**—An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210 or Math 215 and 216.

**THREE HOURS**

**HARRISON**

**340. SENSATION AND PERCEPTION: THEORY AND RESEARCH**—An introduction to the sensory and perceptual processes as manifest in contemporary theory and research. Special attention is paid to vision. Prerequisite: Psych. 200.

**TWO HOURS**

**VAN EYL**

**341. SENSATION AND PERCEPTION LABORATORY**—A laboratory course concerned mostly with the methodology and techniques employed in the study of sensation and perception. Usually to be taken concurrently with Psych. 340. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 340.

**TWO HOURS**

**VAN EYL**

**350. MOTIVATION & EMOTION: THEORY AND RESEARCH**—Experimental methods, research findings and contemporary theories are evaluated for homeostatic motivational problems related to hunger, thirst and sex and for non-homeostatic motivational problems such as achievement, aggression, aversion and curiosity. Central and peripheral approaches and theories to motivation and emotion are examined. Prerequisite: Psych. 200.

**TWO HOURS**

**STAFF**

**351. MOTIVATION & EMOTION LABORATORY**—A Laboratory course in motivation and emotion usually to be taken concurrently with Psych. 350. The laboratory stresses contemporary techniques and issues in animal and human motivation and emotion. Two three-hour laboratory periods. Prerequisite: Psych. 200; Co-requisite or prerequisite: Psych. 350.

**TWO HOURS**

**STAFF**

**360. ADVANCED DEVELOPMENTAL PSYCHOLOGY**—A study of the basic psychological mechanisms underlying the development of human behavior. Emphasis is placed on research literature relating to the development of perceptual, linguistic, cognitive, and social processes which influence human behavior. Prerequisites: Psych. 200, 230.

**THREE HOURS**

**HARRISON, DICKIE SECOND SEMESTER**

**362. METHODS OF SOCIAL RESEARCH**—Same as Sociology 362. (When taken as psychology credit it cannot be counted toward the number of hours required for a 24 hour psychology major.)

**370. PSYCHOLOGY OF BEHAVIOR DISORDERS**—An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisite: Psychology 260.

**THREE HOURS**

**VANDERWOUDE, STAFF BOTH SEMESTERS**

**380. GROUP DYNAMICS**—Systematic study of the characteristics and functions of face-to-face groups; interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Prerequisite: Psychology 300.

**THREE HOURS**

**BEACH SECOND SEMESTER**

**390. THEORIES OF PERSONALITY AND PSYCHOTHERAPY**—Representative personality theories are examined comparatively in terms of their essential concepts and propositions. Conceptual similarities and differences are explored. Implications of different theories for psychotherapy are considered. Prerequisite: Psychology 260.

**THREE HOURS**

**BEACH, BROWN**

**420. HISTORY AND SYSTEMS OF PSYCHOLOGY**—The historic and systematic development of psychology. Prerequisite: Permission of instructor.

**THREE HOURS**

**HARRISON**

**490. INDEPENDENT STUDY**—This program affords an opportunity for the advanced student in psychology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in psychology, 2) a supervised laboratory or research project. 3) a supervised field project combining study with appropriate work experience. To fulfill eligibility for his program the student must have a specific project in mind, a reasonable background in related course work, good independent study credit is made by completing a departmental application form, preferably prior to registration. This course may be repeated for credit but no more than four hours in 295, 490 and 495 may be applied to the psychology major requirements.

**TWO, THREE or FOUR HOURS**

**STAFF BOTH SEMESTERS**

**495. TOPICAL SEMINAR**—A student or faculty initiated and organized seminar. Students of demonstrated academic ability and maturity may initiate a seminar on a current psychological (or interdisciplinary) topic of their own choosing. Prior to scheduling of faculty commitments for the desired semester these students must approach a faculty member who, with the permission of the psychology department chairman, will act as an advisor in the planning stages and as a participant during the semester. This course may be repeated for credit, but no more than four hours in 295, 490 and 495 may be applied to the psychology major requirement. Prerequisite: Permission of seminar advisor.

**TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

## RELIGION

MR. VOOGD, CHAIRMAN; MR. BOULTON, MR. BRUINS, MR. COUGHENOUR, MR. LEE, MR. PALMA, MR. PONSTEIN.

The broad academic purpose of the study of religion at the college level is to understand the role of religion in human culture. To accomplish that end the Department of Religion is divided into five areas of academic investigation: Biblical studies, historical studies, philosophical-theological studies, world religions and religion in contemporary cultures. While each student majoring in religion is required to enroll in both beginning and advanced level courses in each of the five areas, many religion majors concentrate in one area and develop, thereby, a considerable expertise. Many students have found the religion major an excellent way of focusing their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- attending the "pacem in Terris" conference in Washington, D.C. to ponder and debate the future of American foreign policy
- enrolling in the Philadelphia Urban Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in the Holland area

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Students majoring in religion often link their major with a "minor" in another academic discipline, such as Communication, Theater, Music, Foreign Languages, Sociology, and History. Each year many graduates of this department go on to graduate studies in major universities and seminaries in the country and abroad.

Graduates of the Department of Religion are currently leading satisfying careers such as:

- pastoring churches in this country and abroad
- serving as a top-level administrator in the policy system in a Midwest state
- teaching Biblical studies at a Midwest seminary
- serving as a theological librarian at a Midwest seminary
- directing a home for the aged in a small Midwest community

### RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS.

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours are to be drawn from the upper level religion courses, allowing for those exceptions

where additional prerequisites are listed. For the Senior Seminar graduation requirement the following courses in the Department of Religion are elective possibilities: 331, 333, 351 and 453.

## **RELIGION AS A MAJOR**

Religion is a department within the Humanities Division presenting an area of study and research which students preparing for various professions may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies, Theological-Philosophical Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 24-30 semester hours of courses elected from the five disciplines in Religion. Courses are also required in the departments of English, Philosophy, Languages, History, Psychology and Communications. Options for religion majors include seminars for individual research and, in consultation with the department chairman, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

## **BASIC STUDIES IN RELIGION**

**110. LITERATURE OF JUDAISM AND CHRISTIANITY**—A study of selected portions from Biblical literature, the primary documents of the judaeo-Christian tradition. The course will examine concepts in the religious tradition most basic in the Western world.

**THREE HOURS**

**STAFF**

**120. BASIC CHRISTIAN THOUGHT**—An inquiry into the basic tenets of Christianity dealing with God, the nature and predicament of man and human destiny. These tenets will be examined in relation to their historical and contemporary contexts.

**THREE HOURS**

**STAFF**

**130. PHENOMENOLOGY OF RELIGION**—An analysis of categories of religious behavior, attitudes and assumptions as manifested and illustrated in comparative religion sources. Contemporary life is evaluated in the light of these categories.

**THREE HOURS**

**STAFF**

**140. RELIGION IN SOCIETY**—An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.

**THREE HOURS**

**STAFF**

## **Biblical Studies**

**211. GOSPEL LITERATURE**—A study of the synoptic gospels and John emphasizing the ministry and thought of Jesus. Attention is given to twentieth century research in the gospels.

**THREE HOURS**

**COUGHENOUR**

## *Religion*

**212. PAULINE LITERATURE AND THOUGHT**—The sources and content of the Apostle Paul's thought are treated through a study of his New Testament letters. The course also examines recent trends in Pauline research. Sophomore standing.

**THREE HOURS**

**COUGHENOUR**

**311. WISDOM LITERATURE OF ISRAEL**—Study of the role of the sages and their contribution to Israel's religious and intellectual life through examination of the Wisdom books of Israel. Selections from contemporary literature bearing on the perennial problems raised by the Wisdom writers are used as collateral reading. Junior standing.

**THREE HOURS**

**COUGHENOUR**

**312. PROPHETIC LITERATURE OF ISRAEL**—A study of the prophetic literature of Israel in its historical setting. The course examines the basis of the prophetic movement, its impact on Israel's political, social, and religious life, and its relationship to later Jewish and Christian thought. The course also examines the prophetic social concerns as they relate to contemporary social problems. Junior standing.

**THREE HOURS**

**VOOGD**

**411. BIBLICAL CRITICISM AND INTERPRETATION**—Course provides the student with a background in the history of biblical interpretation, the methods of critical research and recent trends in Old and New Testament criticism. Senior standing or by permission of the Instructor.

**THREE HOURS**

**COUGHENOUR**

**221. RISE OF CHRISTIANITY I**—The rise and development of Christianity from the second century through the Reformation era. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

**THREE HOURS**

**PONSTEIN**

**220 222. RISE OF CHRISTIANITY II**—The history of Christianity from the Reformation era to the present day. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

**THREE HOURS**

**PONSTEIN**

**321. RELIGION IN AMERICA**—An analysis and study of the various religious movements and cults in America from colonial times to the present.

**THREE HOURS**

**PONSTEIN, BRUINS**

**322. INTERTESTAMENTARY HISTORY**—The history, literature and religion of the Jews from the Babylonian exile to the Advent. Includes study of the Apocryphal and Apocalyptic literature of the period. Junior standing.

**THREE HOURS**

**VOOGD**

**421. ARCHAEOLOGY AND THE BIBLE**—A study of the archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls. Junior standing.

**THREE HOURS**

**VOOGD**

**422. STUDIES IN THE REFORMED-PRESBYTERIAN TRADITION**—An inquiry into the historical development of the Reformed tradition since John Calvin with particular emphasis upon the growth of the Reformed and Presbyterian churches in America and their institutions. Prerequisites: Religion 222, Senior standing or by permission of the instructor.

**THREE HOURS**

**BRUINS**

### **Theological-Philosophical Studies**

**331. PHILOSOPHY OF RELIGION**—Inquiry into the nature and functions of religion in various cultures; the logic or religious belief; the nature of religious discourse; the relations between religious world-views and their alternatives. Same as Philosophy 331. Junior standing.

**THREE HOURS**

**PALMA**

**333. EXISTENCE AND FAITH**—A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion".

**LEE**

**335. CONCEPTIONS OF GOD**—A typological study of various theological and philosophical conceptions of God and their implications for such problems as the meaning of evil, freedom of the will, and man's knowledge of God. The Biblical conception of God will be analyzed and then compared to the conceptions of God in various theologians (e.g. Augustine, Aquinas, Calvin, Edwards, Barth, Tillich and Niebuhr) and philosophers (e.g. Plato, Aristotle, Eckhart, Hegel, Whitehead and Hartshorne).

**LEE**

**431. CONTEMPORARY RELIGIOUS THOUGHT**—Reading and critical analysis of current religious thought, e.g. empiricist, existentialist, process and positive theology; critiques of religious language; contemporary atheism and relativism. Prerequisite: Consent of instructor.

**THREE HOURS**

**PALMA**

221

### **Studies in World Religions**

**242. NEAR EASTERN RELIGIONS**—An introduction to the major religions of Mesopotamia, Egypt, Palestine, Arabia, Greece and Rome. Sophomore standing.

**THREE HOURS**

**VOOGD**

**341. ASIAN RELIGIONS I**—A study and analysis of the major religions of India. Junior standing.

**THREE HOURS**

**VOOGD, LEE**

**342. ASIAN RELIGIONS II**—A study and analysis of the major religions of China, Japan and Southeast Asia. Junior standing.

**THREE HOURS**

**LEE**



## Religion

### Religion in Culture

**351. CHRISTIAN ETHICS**—A systematic inquiry into representative theories of human perfectability, of the individual and of society as a whole, concentrating upon those theories which have arisen within the context of the Judaeo-Christian tradition. Special attention will be given to the ethics of sex. Junior standing.

**THREE HOURS**

**BOULTON**

**352. CHRISTIAN EDUCATION**—An examination of current trends in Christian education in reference to theory, methods, and curricula in Christian education for the local church. Junior standing.

**THREE HOURS**

**BRUINS**

**451. RELIGION AND PSYCHOLOGY**—An examination of basic components of human experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one *Basic Studies in Religion* and Psychology 100.

**THREE HOURS**

**PALMA, BOULTON**

**452. RELIGION AND SOCIOLOGY**—A study and analysis of the interaction and interpenetration of the disciplines of religion and sociology. Prerequisite: One *Basic Studies in Religion* and Sociology 101.

**THREE HOURS**

**BOULTON**

**453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE**—An examination of the major tenets of the Christian faith and the various ways in which the christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality.

**STAFF**

## 222 Seminar and Independent Study

**295. STUDIES IN RELIGION**—A lecture or seminar class on a selected topic from one of the five disciplines of the department. Prerequisite: one course in *Basic Studies in Religion* and sophomore standing.

**THREE HOURS**

**STAFF**

**490. INDEPENDENT STUDIES**—A program providing an opportunity for the advanced student to pursue a project of his own interest beyond the catalog offerings. Course can be based upon readings, creative research and/or field projects. Permission of department chairman required.

**ONE, TWO or THREE HOURS**

**STAFF**

**495. SEMINAR**—In depth studies in any of the five disciplines of the department to develop the student's capabilities for individual research and use of primary sources. For religion majors only.

**THREE HOURS**

**STAFF**

## SOCIOLOGY

MR. MC INTYRE, CHAIRMAN; MR. IAMS, MR. SEBENS, MRS. VAN KAMPEN. Assisting Faculty: MR. OSBORNE.

Sociology is defined as the scientific study of human society. This study, like other social science disciplines, is twofold: one is theoretical and the other is methodological. In the first task, the student is required to gain a thorough understanding of theoretical frameworks from which sociologists explain human society and its processes. To accomplish this end, sociology majors enroll in courses like "Perspectives of Sociology," "Urban Sociology," and "Criminology," and "Race and Ethnic Relations." To assist the students to acquire sound methodological practices and procedures, they must enroll in courses like "Methods of Social Research," "Statistics," and "Field Work Projects." In addition, many sociology students enroll in the Philadelphia Urban Semester, where they study American Urban realities first hand.

The department offers sociology majors two professional "tracks." One program prepares students who plan to enter graduate school in sociology or professional schools such as law, urban planning, ministry or college teaching. The other, in conjunction with the Department of Psychology, prepares students planning to enter the "helping professions," such as social work.

In addition to their classroom and experimental programs, sociology students engage in a wide variety of activities which include:

- social research in community
- liaison work with the Holland Police Department
- work with the mentally and physically handicapped in local clinics and hospitals
- work in local hospitals with bilingual patients
- work on a "one to one" basis with juvenile delinquents through local courts
- work with neglected children through local agencies
- work with emotionally disturbed elementary school children through school social workers

Graduates of Hope's Sociology Department are currently leading satisfying careers such as:

- college teachers, high school teachers, or clergymen
- director of a drug clinic in Western Michigan
- teacher in a prison in Massachusetts
- supervisor in a counselling center for families
- teacher of Social Work and Psychiatry at a major university
- legal aid lawyer in Detroit, Michigan
- professional counsellor for the Girl Scouts of America
- director of programs of Special Education in Virginia
- housing director at a Midwest college

## *Sociology*

The program for a Sociology major requires a minimum of 24 hours in Sociology, plus Mathematics 210 (Introduction to Statistics) or Mathematics 215 and 216, (Applied Statistics and Computer Programming). The course program must include a) Soc. 101, the basic course of the department; b) the core courses, Soc. 361 (Perspectives in Sociology), Soc. 362 (Methods of Social Research), and Math 210 (Intro to Stat) or Math 215 and 216 (Applied Stat). It is strongly recommended that these courses be completed by the junior year. Psychology 300 (Social Psychology) may be elected as a part of 24 hour minimum requirement for Sociology major. Sociology 442 (Social Work Interventions) and Sociology 242 (Child Welfare) may not apply to a Sociology major.

See page 71 for requirements for a Psychology-Sociology major.

**101. PRINCIPLES OF SOCIOLOGY**—Examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world.

**THREE HOURS**

**BOTH SEMESTERS**

**102. SOCIAL PROBLEMS**—Sociological analysis of selected major American social problems (such as poverty, race relations, crime, drug addiction, mental disorders) their nature, treatment and contributing factors. Viewed in the perspectives of the American social system.

**THREE HOURS**

**BOTH SEMESTERS**

**151. CULTURAL ANTHROPOLOGY**—The study of man as a culture-bearing animal with emphasis on the time dimension of physical and cultural development, the processes of major cultural changes and cultural variability.

**THREE HOURS**

**BOTH SEMESTERS**

**231. CRIMINOLOGY**—The application of psychological, sociological, and biological theory to the problem of understanding crime causation and to the problems of crime prevention and offender rehabilitation. Prerequisite: Sociology 101.

**THREE HOURS**

**232. SOCIOLOGY OF THE FAMILY**—A study of family structure in American society and cross-culturally. Theory and research study will focus on the relationship of the family to other institutional structures, trends in family life and social problems reflected on family functioning.

**THREE HOURS**

**241. INTRODUCTION TO SOCIAL WELFARE**—Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare.

**THREE HOURS**

**242. CHILD WELFARE**—Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the institution. Prerequisite: Sociology 241 previously taken or currently being taken.

**THREE HOURS**

**265. SOCIOLOGY OF EDUCATION**—Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Permission of instructor, or 3 hours of sociology. (Cross-listed as Educ. 265).

**THREE HOURS**

**STAFF (TEAM)**

**295. STUDIES IN SOCIOLOGY**—Readings and discussion focusing on a selected topic of interest to sociologists such as juvenile delinquency, complex organizations, etc. Prerequisite: permission of the instructor.

**TWO or THREE HOURS**

**300. SOCIAL PSYCHOLOGY**—The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psychology 300.

**311. WORLD POPULATIONS PROBLEMS**—A study of how birth and death trends have resulted in the world's population crisis. Causes of birth and death rate trends and issues about their control are considered.

**THREE HOURS**

**312. URBAN SOCIOLOGY**—A study of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, the ecological and social structure of cities, theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101.

**THREE HOURS**

**321. SOCIAL MOVEMENTS**—A consideration of the characteristics of social movements, of cultural and social conditions conducive to social movements, and of the relationship of social movements to social change.

**THREE HOURS**

225

**322. RACE AND ETHNIC RELATIONS**—The study of the race relations and ethnic groups in the United States. Emphasis will be on racism as an institution; prejudice, and the Black American experience.

**THREE HOURS**

**331. SOCIAL DIFFERENTIATION**—This course treats the problem of "social class" in America. A study of sociological theory and research bearing on the various systems of social classification found in all human societies, such as rank, order, hierarchies of economic class, prestige, power and racial ethnic and religious categories. Emphasis is placed on the causes and consequences of these various type of differentiations. Prerequisite: Soc. 101.

**THREE HOURS**

**356. SOCIAL CHANGE**—Critical analysis of major theories which have proposed to explain social change. Theory will be applied to some major areas of change, both national and international, to aid in understanding changes of our own time. Prerequisite: Sociology 101. (Prior completion of Sociology 361) strongly recommended).

**THREE HOURS**

## *Sociology*

**361. PERSPECTIVES OF SOCIOLOGY**—This course will consider the major theorists of sociology, and the major questions asked or primary aspect focused on by each; it is intended hereby to provide a framework for succeeding sociology courses. Prerequisites: Soc. 101 or permission.

**THREE HOURS**

**362. METHODS OF SOCIAL RESEARCH**—A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course. Prerequisite: Math 210 or Math 215 and 216.

**THREE HOURS**

**442. SOCIAL INTERVENTIONS**—Foci are 1) the complementarity of theoretical perspectives from Psychology, Sociology, and Anthropology; 2) their utility for social work; and 3) principles of the social work relationship. Prerequisite: Soc. 241.

**THREE HOURS**

**443-446. SOCIAL WORK FIELD PROJECT**—This program offer the opportunity for advanced students to experience working with cases under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work will include direct service to clients and participation in appropriate seminar discussions relative to student needs. Prerequisite: Sociology 442 previously or currently being taken, AND permission of the instructor during the semester prior to registration. Note: This course may be taken or repeated for as many as 6 hours credit but only 3 hours will apply on a Sociology major.

**THREE or SIX HOURS**

**490. INDEPENDENT STUDIES IN SOCIOLOGY**—This program affords an opportunity for the advanced student in Sociology to pursue a project of his own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. (not an alternative to Sociology 443 or 446). To become eligible for this course the student must have in mind a rather specific project, some background in related courses, good independent study habits and initiative. Application in writing including a course proposal and bibliography should be submitted to the department through the instructor who will be supervising project during advanced registration. Open to senior sociology majors with the consent of the department.

**TWO or THREE HOURS**

**495. STUDIES IN SOCIOLOGY**—A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: Senior Sociology Major or permission.

**ONE, TWO or THREE HOURS**

## THEATRE

MR. RALPH, CHAIRMAN; MR. FINN, MR. GRINDSTAFF, MR. SMITH, MR. TAMMI  
Assisting Faculty: MRS. FINN, MRS. GRINDSTAFF, MR. RÄHN, MR. TILLSTROM.

Course offerings in theatre and film, along with the department's co-curricular program, are designed to provide the liberal arts student with knowledge of and experience in forms of art which have captivated mankind from primitive times and play an important role in contemporary culture. Performance or laboratory experience makes possible an appreciation of the art form which can come only through direct participation. The practical experience of working together in a disciplined communal art also heightens one's self-awareness of others.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of value from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:

- acting, directing, designing
- participating in theatre production at all levels
- creating, writing, and producing their own films
- participating in the New York Arts semester program sponsored by the GLCA
- working with established professionals in theatre through a guest artist program
- directing specialized workshops for other students after having studied with leading authorities

Graduates of the Department of Theatre are currently pursuing such careers as:

- directing an experimental theatre off-Broadway
- managing a community theatre
- teaching mime and stage movement at a Yugoslav academy
- teaching at elementary and secondary schools across the country
- freelancing as scene or costume designers for professional theatre companies

**MAJOR:** A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

## Theatre

Each major student will with his departmental advisor design a proposed course of studies best suited to his individual needs and goals. The proposal will then be submitted to the department for final approval. Every theatre major will be expected as part of his contract to complete a minimum of 2 hours of either Theatre 490 or Theatre 495 (Independent Studies or Seminar), and to enroll in the non-credit course Theatre 090 (Forum) each semester he is on campus. In addition, majors with a concentration in the area of acting or stage movement will be expected to present each semester a studio performance to be evaluated by the theatre faculty.

For the student who has not yet determined the vocational direction he wishes to take, a 26 hour core will be recommended to consist of Theatre 111 and 113 (Acting and Stage Movement); 2 courses to be chosen from Theatre 121 (Stagecraft), Theatre 215 (Make-up), Theatre 222 (Scene Design), Theatre 223 (Lighting Design), and Theatre 224 (Costume Design); Theatre 331 (Direction); 3 courses to be chosen from Theatre 301, 302, 303, 304, and 306 (Theatre History); Theatre 380 (Practicum); and either Theatre 490 or Theatre 495 (Independent Studies or Seminar).

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of his sophomore year.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school—particularly in the area of theatre history, literature, and criticism—are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A detailed information sheet for majors and prospective majors is available in the department office.

### I. GENERAL

**090. THEATRE FORUM**—This seminar is designed to give theatre majors an opportunity to meet as a group with the theatre faculty, guest artists, and others active in the field to discuss various aspects of contemporary professional and educational theatre. All theatre majors will be required to enroll in this course each semester they are on campus. The course is also open to other students interested in theatre and the theatre profession, by permission of the department chairman.

**NO CREDIT**

**STAFF BOTH SEMESTERS**

**101. INTRODUCTION TO THE THEATRE**—Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of history, theory and criticism, acting and directing, and technical areas, primarily from the audience point of view. Course may not be taken for credit if student has previously completed Theatre 105. *May be taken in partial fulfillment of College Cultural Heritage requirement.*

**THREE HOURS**

**STAFF BOTH SEMESTERS**

## *Theatre*

**389. GLCA ARTS PROGRAM**—The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional apprenticeship. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.

**SIXTEEN HOURS (MAXIMUM)**

**BOTH SEMESTERS**

### **II. PERFORMANCE**

**NOTE:** For course offerings in dance, see separate catalog listings under Dance, pg. 115.

**105. INTRODUCTION TO THEATRE PRACTICE**—Introduction to the performance and production aspects of theatre art. Through lectures, readings, discussions, laboratory experience, and class projects the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Intended primarily for the theatre major. Prerequisite: permission of the department.

**THREE HOURS**

**RALPH FIRST SEMESTER**

**111. FUNDAMENTALS OF ACTING I**—Basic problems in observation, concentration, characterization, improvisation, and the presentation of short scenes. Recommended that majors enroll in the freshman or sophomore year.

**THREE HOURS**

**SECTION A:** Acting for the non-major

**FINN FIRST SEMESTER**

**SECTION B:** Students will be expected to continue second semester in Theatre 112

**RALPH FIRST SEMESTER**

**112. FUNDAMENTALS OF ACTING II**—A continuation of Theatre 111. Emphasis will be placed on the presentation of scenes and on problems in ensemble performance. Prerequisite: Theatre 111 or equivalent.

**THREE HOURS**

**RALPH SECOND SEMESTER**

**113. HISTORY AND TECHNIQUE OF STAGE MOVEMENT I**—Basic problems in stage movement, including mime and the use of masks. Recommended that majors enroll in the freshman or sophomore year.

**TWO HOURS**

**TAMMI FIRST SEMESTER**

**114. HISTORY AND TECHNIQUE OF STAGE MOVEMENT II**—Special attention is given to period styles, period dances, and the handling of period costumes. Prerequisite: Permission of the instructor.

**TWO HOURS**

**TAMMI SECOND SEMESTER**

**121. STAGECRAFT**—An introduction to technical theatre. Consideration of technical organization, scenery construction methods, scene-painting techniques, mechanical perspective, drafting, scenic materials. Introduction to the function of scene designer, costumer, lighting designer, technical director, and sound technician.

**THREE HOURS**

**SMITH FIRST SEMESTER**



## *Theatre*

**201. VOICE FOR THE ACTOR**—A study of vocal production in relation to the actor's use of relaxation, breathing, and physical action. Special problems in the formation of vowel sounds, articulation, pronunciation, resonance, and projection. Introduction to such aspects of voice as phonetics for the actor, dialects, and the speaking of verse drama.

**THREE HOURS**

**TAMMI, RALPH SECOND SEMESTER**

**213. STYLES OF ACTING CLASSICAL PERIOD TO 17TH CENTURY**—An exploration of the acting styles of the major periods of theatre history from the classical period through the Italian commedia dell'arte. Students will examine the spirit of each age, its manners, dance, music, and dress, and will translate this study into performance terms through the rehearsal and presentation of selected scenes and one-act plays. Prerequisites: Theatre 111, 112, 113, 114, 201, or equivalents. (Theatre 201 may be taken concurrently with this course.)

**THREE HOURS**

**FINN FIRST SEMESTER**

**214. STYLES OF ACTING 17TH TO 19TH CENTURY**—An exploration of the acting styles of the major periods of theatre history from the neo-classic period through the 19th century. Students will examine the spirit of each age, its manners, dance, music, and dress, as well as the major acting theories from Diderot to the end of the 19th century. This study will be translated into performance terms through the rehearsal and presentation of selected scenes and one-act plays. Prerequisites: Theatre 111, 112, 113, 114, 201, or equivalents.

**THREE HOURS**

**FINN SECOND SEMESTER**

**215. HISTORY AND TECHNIQUE OF THEATRICAL MAKEUP**—Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for understanding the design and application of straight, character, and fantasy makeup. Emphases will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making.

**THREE HOURS**

**SMITH MAY TERM**

**222. SCENE DESIGN**—An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1974-75.

**THREE HOURS**

**SMITH SECOND SEMESTER**

**223. LIGHTING DESIGN**—A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1975-76.

**THREE HOURS**

**224. COSTUME DESIGN**—An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering. Offered alternate years, 1975-76.

**THREE HOURS**

**240. PLAYWRITING**—Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course offered jointly with the department of English. Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

**THREE HOURS**

**RALPH, RIDL FIRST SEMESTER**

**280. THEATRE LABORATORY**—Practical experience in theatrical production, through involvement as an actor or technician in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor. Prerequisite: casting by the director, or acceptance on a production crew by the technical director.

**ONE or TWO HOURS**

**STAFF BOTH SEMESTERS**

**285. FILM COMPOSITION**—A basic study of the practice of film-making as an expressive art. Individual and class projects in the writing, planning, photography, and editing of motion pictures will familiarize the student with the process of film production. Equipment is provided. (Laboratory fee.)

**THREE HOURS**

**GRINDSTAFF SECOND SEMESTER**

**295. STUDIES IN THEATRE**—Instruction in such specific performance techniques as mime, fencing, dance, and special problems in acting. Each class will be limited to one such performance area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Prerequisite: permission of the instructor. (Laboratory fee in some instances.)

**TWO HOURS**

**331. STAGE DIRECTION I**—A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisite: Theatre 111 or equivalent.

**THREE HOURS**

**TAMMI SECOND SEMESTER**

**332. STAGE DIRECTION II**—A continuation of Theatre 331. Each student will produce at least two one-act plays. Prerequisite: Theatre 331 or equivalent.

**THREE HOURS**

**FINN FIRST SEMESTER**

## Theatre

**335. CREATIVE DRAMA TECHNIQUES**—Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. *May be taken as a teaching methods course in primary education, or as a special methods course in education.*

**TWO HOURS**

**M. FINN BOTH SEMESTERS**

**380. THEATRE PRACTICUM**—Specialized study of a particular production aspect of the play in performance. The student will be assigned to a departmental production as assistant director or assistant designer. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for Practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

**ONE HOUR**

**STAFF BOTH SEMESTERS**

**381. SUMMER THEATRE LABORATORY**—An integral part of the Hope College Summer Theatre program, the course will concentrate on a consideration of the interrelated problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six hours. (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company and permission of the instructors.

**THREE HOURS**

**STAFF SUMMER SESSION**

**490. INDEPENDENT STUDIES IN THEATRE**—Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, playwriting, theatre or film criticism, film production, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing* a project proposal for departmental approval during the previous semester and prior to registration for the course.

**ONE, TWO or THREE HOURS**

**STAFF BOTH SEMESTERS**

### III. HISTORY AND THEORY

**251. DEVELOPMENT OF THE CINEMA**—A study of artistic and social values of the cinema as a contemporary art form. Motion pictures representative of important periods of advancement will be viewed and discussed. (Laboratory fee.)

**THREE HOURS**

**TAMMI FIRST SEMESTER**

**253. ART OF THE CINEMA**—Analysis of the aesthetic commitments of several filmmakers. Such elements as writing, photography, and editing are studied to discover how the objectives of the film are attained. (Laboratory fee.)

**THREE HOURS**

**SMITH SECOND SEMESTER**

**296. SPECIAL TOPICS IN THEATRE**—Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of the instructor.

**TWO or THREE HOURS**

**STAFF**

**301. THEATRE IN THE CLASSICAL PERIOD**—A survey of classical Greek, Roman, and Oriental theatre, and a study of the development of classical Oriental and Occidental themes and techniques in subsequent periods of theatre history. Not recommended for freshman. Offered alternate years, 1975-76.

**THREE HOURS**

**302. THEATRE FROM THE MIDDLE AGES TO THE 17TH CENTURY**—A survey of the theatre of medieval Europe, Renaissance Italy and France, Golden Age Spain, Elizabethan and Restoration England, and Baroque France. Not recommended for freshmen. Offered alternate years 1975-76.

**THREE HOURS**

**303. THEATRE FROM THE 18TH CENTURY TO THE MODERN PERIOD**—A survey of Western theatre in the 18th, 19th and early 20th centuries, from the end of neo-classicism, through German romanticism, to the culmination of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years, 1974-75.

**THREE HOURS**

**TAMMI FIRST SEMESTER**

**304. CONTEMPORARY THEATRE**—A study of contemporary movements in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, and protest. Not recommended for freshmen. Offered alternate years, 1974-75.

**THREE HOURS**

**RALPH SECOND SEMESTER**

**233**

**306. AMERICAN THEATRE**—A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Province Playhouse. Offered alternate years, 1975-76.

**THREE HOURS**

**401. RELIGION AND DRAMA**—A study of Greek, medieval, and modern drama, focusing on their religious origins. The purpose of the course is to discover how man's view of himself and his world in the drama complements, corrects, or contrasts with the Christian view, and to examine the bases for a Christian drama. Students will conduct critical research and lead discussions. *May be taken to fulfill College Senior Religion Seminar requirement.*

**THREE HOURS**

**RALPH FIRST SEMESTER**

**495. SEMINAR IN THEATRE**—Study in depth of the work of a playwright, critic, or specific movement in or period of theatre history. Recent topics have included Moliere, Strindberg, American scene design, and Tennessee Williams. Prerequisite: permission of the instructor.

**TWO or THREE HOURS**

**FINN SECOND SEMESTER**

## *Theatre*

**499. READINGS IN THEATRE**—Readings, under the tutorial supervision of an instructor assigned by the department chairman, in a specialized or advanced area of theatre studies. Prerequisite: permission of the department.  
**TWO or THREE HOURS** **STAFF EITHER SEMESTER**

# *Pre-Professional Programs*

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal art subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the college library.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

## **Advisors for Students Entering Professions**

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Biology—Mr. Greij	Medicine—Mr. Rieck, Mr. Ockerse, Mr. Jekel, Mr. Van Iwaarden
Business and Economics— Mr. Richardson	Medical Technology—Mr. Rieck, Mr. Ockerse, Mr. Jekel
Chemistry (Industrial and Research)—Mr. Jekel	Music—Mr. Kooiker
Christian Ministry—Mr. Voogd, Mr. Bruins	Nursing—Mr. Rieck
Church Work—Mr. Voogd, Mr. Bruins	Teaching Elementary School—Mr. Dirkse Secondary School—Mr. Bultman College—Mr. McIntyre or Department Chairman
Dentistry—Mr. Rieck	Physics—Mr. Frissel
Diplomatic and Government Service—Mr. Hoeksema	Religion—Mr. Voogd, Mr. Bruins
Engineering—Mr. Folkert	Social Work—Mr. McIntyre Mr. Sebens
Journalism—Mr. Hopkins	
Law—Mr. Zoetewey	

## *Pre-Professional Program*

### **Christian Ministry and Church Vocation**

Students desirous of pursuing pre-professional education for the Christian ministry and church vocations should consult the religion major program described on page 219. The major is designed to acquaint the student with the academic disciplines in religion as well as provide an interdisciplinary breadth to his program through courses in philosophy, psychology, sociology, history, English and communication. The program embraces an elective flexibility to adapt to the aptitudes and goals of the individual student.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic religion discipline. Present graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those moving toward urban ministries.

Students contemplating this area of pre-professional education should consult a member of the Religion department early in their college career for more complete information regarding the major.

### **Computer Science**

The Mathematics Department offers a major in mathematics with computing emphasis. For a description of this major and Computer Science courses offered at the College, refer to the mathematics section of this bulletin. A student interested in the application of computers to problem solving in his own field should consult with advisors in his major department on the selection of appropriate Computer Science courses.

236 At the time of publication, a proposal is pending before the College policy making boards to institute a Department of Computer Science. If approved, the department will offer a program leading to a major in Computer Science and a number of coordinated "emphasis" programs to prepare students to pursue their chosen careers in a computer-influenced world. All will emphasize the application of computers and/or their societal implications as well as the acquisition of computer skills. For further information on the status of the Computer Science Department, consult with the Associate Dean for Natural Science.

### **Dentistry**

Students who complete the first three years of a pre-medical course will regularly be admitted to a College of Dentistry. It is advisable for the student to select his school of dentistry as soon as possible in order to prepare for the specific requirements of the dental school of his choice.

Most pre-dental students find it advisable to complete either a three or four-year college program for entrance into the Dental School of their choice. See the four-year pre-medical curriculum.

## *Pre-Professional Program*

Students who plan to attend Hope College only two years for pre-dental study should consult with a member of the Health Professions Committee (Drs. Jekel, Ockerse, Rieck).

Consult with the pre-dental advisor concerning the Dental Aptitude Test required of all pre-dental students.

## **Diplomatic and Government Work**

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should seek as broad a knowledge as possible in History, Economics, Political Science, and English.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

## **Engineering**

Students interested in a pre-engineering course should have completed the following in high school: four semesters of algebra, two semesters of geometry with some solid geometry included, one semester of trigonometry, two semesters of drawing, and two years of foreign language.

A 3-2 engineering program has been arranged with the University of Michigan, (Ann Arbor and Dearborn), Michigan State University, Rensselaer Polytechnic Institute and the University of Southern California in which the student takes three years of undergraduate work at Hope and completes his professional engineering training in two years at one of the four universities. During his second year at Hope, the student should make application for a major in Engineering Science through the Engineering advisor listed on page 235.

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Students whose academic records are strong enough to qualify for consideration for graduate study may be able to complete a master's degree at the University of Michigan after five years of study. Such students spend three or four years at Hope and complete their work at the Ann Arbor campus. Details for the work at Hope should be arranged with the Engineering Advisor.

## **Journalism**

Because of the great variety of vocations in journalism, the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Interested students are advised, therefore, to enroll in all the relevant writing courses offered, such as advanced composition, creative writing, and Journalism I and II. In addition, a broad study of the social sciences is highly recommended.



## Pre-Professional Program

A number of positions on the campus newspaper, the *anchor*, and on the literary review, the *Opus*, and the yearbook, the *Milestone*, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

## Law

A recent report on pre-legal education emphasized these points: First, a thorough grounding in economics, government, and history is essential. Second, the ability to think straight and to write and speak in clear, forceful, attractive English is fundamental. Third, since law is neither to be studied nor to be practiced in a vacuum, the undergraduate should range as widely as possible in order to understand his environment—physical, physiological, psychological, social and ethical. Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the qualities listed above.

Practically speaking, then, the pre-law student would do well to choose as his area of concentration—economics, English, history, or political science. He should take a number of courses in writing. Finally, he should range widely in the arts and sciences.

## Librarianship

Although some undergraduate institutions offer courses in the area of library science, Hope College does not since it is still necessary for an individual to obtain the master's degree in order to be considered a professional librarian. However, the College recommends that any student wishing to prepare for a career in librarianship consider the following in undergraduate planning;

- 1) Select a number of courses from the Humanities, Social Sciences, and Sciences to develop a broad knowledge in these disciplines.
- 2) Include more than the required courses in Literature in your program so as to develop depth in this field.
- 3) Major in the discipline that interests you personally, since there are opportunities for many kinds of subject specialists in librarianship.
- 4) Plan to work for one of the college's libraries in order to obtain first hand experience in the practice of librarianship.

Students who wish to specialize in school library work should take the education courses required by their state for certification.

A limited number of scholarships are available through Library Schools and other organizations including the Michigan State Library.

## *Pre-Professional Program*

### **Medical Technology**

All schools of medical technology approved by the American Medical Association require at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, and 3 semester hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree program which leads to the A.B. degree and to a certificate of registration as a Medical Technologist by the American Society of Clinical Pathologists. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, he or she will spend 12 months in residence at the Hospital in an accredited Med-Tech program. Upon successful completion of both segments, the student is granted the A.B. degree by the College and the Certificate of Registration by the Hospital school.

Hope College has an agreement of affiliation for the training of Medical Technologists with Hackley Hospital in Muskegon, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated Hospital may do so if permission is granted in advance by the Associate Dean for Academic Affairs (Natural Science) and the Admissions Committee of the Hospital.

### **Medicine**

A premedical student may take an academic major in any field in which he has a sincere interest. It has been found that those who are most successful in medical school have had undergraduate majors in biology or chemistry, however. Regardless of the student's choice of major field, the person oriented toward a career in medicine should take Biology 111 and 112. Chemistry 111, 115, 121, 221, 225, 256 and 231 and Physics 121, 122, and 223 as well as either Mathematics 121 or 131.

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It should be emphasized that the premedical program is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools.

Students interested in medicine are requested to contact a member of the Health Profession Committee (Drs. Rieck, Jekel or Ockerse) as soon as possible after they arrive at Hope.

### **Music**

Students who wish to turn their interest in music to vocational purposes may possibly have as their goal teaching, the concert stage, or church-music directing. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from kindergarten through the twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail

## *Pre-Professional Program*

under the Music Department description of courses. For those who wish to prepare as performing artists, the Bachelor of Music in Performance is also described in the music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the music section. Students wishing to major in music for any of these purposes need to follow a sequence of courses that extends through the four years. Consequently it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the entering freshman who intends to major in music should make an appointment for an interview with the chairman of the Music Department *before* completing his registration for the first semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.

## **Nursing**

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. The better hospitals now insist on having some college graduates in every new class and select the other students in part on the amount of college education they have.

Students of good scholastic ability are advised, if finances permit, to complete their A.B. at Hope College—majoring in Biology—and then enter a nursing school which will grant them an M.S. in nursing science in addition to their nursing certificate. Instead of obtaining the A.B. degree before training, many students take one or two years of college work previous to nurses training and return afterward for one or two more years and thus obtain their A.B. degree in addition to their nursing certificate. Normally, the nurses training program is considered the equivalent of one year of academic study. The College Health Service offers the opportunity to several graduate nurses to be self-supporting while attending college.

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Students planning on entering nursing school should secure catalogs and information from various Schools of Nursing in order to ascertain the particular college prerequisites for entering their training program. The special advisor in nursing should also be consulted in making out the course program.

## **Social Work**

Students desirous of pursuing education for social work should elect the Psychology-Sociology composite major described on page 71. The major is designed to acquaint students with theoretical perspectives in Psychology, Sociology and Anthropology as well as substantive material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

## *Pre-Professional Program*

Students contemplating the Psychology-Sociology major should consult the Sociology or Psychology departments by the end of their sophomore year for more complete information regarding the major.

## **Teaching—College**

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

## **Michigan Scholars in College Teaching Program**

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular opportunities to academically talented students who are interested in college teaching as a profession. In the junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students who are selected to become Senior Scholars in this program are practically involved in some phase of teaching under departmental supervision.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

## **Teaching**

Students must be formally admitted to the Teacher Education program. Information concerning admission criteria and procedures is available in the office of the Department of Education.

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## **SECONDARY SCHOOL**

Students planning to teach in the secondary school should follow the requirements for certification as established by the state in which they wish to teach. In addition, they must complete the college requirements for a major in one department. Inasmuch as teaching requirements vary in some of the states, students should consult with the Department of Education at least by their sophomore year.

## **ELEMENTARY SCHOOL**

Students planning to teach in the elementary school should follow the requirements for certification as established by the state in which they wish to teach. In addition they must complete the college requirements for a major in one department or the special composite major designed for elementary school teachers. Inasmuch as teaching requirements vary in some of the states and careful planning is necessary in order that the student can complete all of the general requirements for a college degree and a sound professional program, a student should consult with the Director of the Elementary Teaching program as early in his college career as possible, preferably the freshman year.



## THE BOARD OF TRUSTEES

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Dr. Gordon J. Van Wylen	President of the College
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Dr. George Vanderborgh	West Sayville, Long Island, New York

## THE FACULTY

GORDON J. VAN WYLEN—*President and Professor of Physics* (1972)\*  
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;  
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of  
Technology, 1951; Litt. D., Hope College, 1972

DAVID MARKER—*Provost and Professor of Physics* (1965)  
B.A., Grinnell College, 1959; M.S. Pennsylvania State University, 1962;  
Ph.D., Pennsylvania State University, 1966

### President Emeritus

IRWIN J. LUBBERS—*President Emeritus* (1923-1963)  
B.A., Hope College; M. A., Columbia University; Ph.D., Northwestern  
University; LL.D., Central College; Litt. D., Rutgers University;  
Litt. D., Hope College

### Chancellor Emeritus

WILLIAM VANDER LUGT—*Chancellor and Distinguished Professor-At-Large  
Emeritus* (1954-1972)  
B.A., Calvin College; M.A., University of Michigan;  
Ph.D., University of Michigan; Litt. D., Central College;  
L.H.D., Hope College

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### Faculty Emeriti

NORMA BAUGHMAN—*Assistant Professor-Emeritus of Music* (1947-1962)  
College of Music, Cincinnati

LOIS BAILEY—*Associate Professor-Emeritus of Library Science* (1954-1968)  
B.A. Monmouth College; M.A., University of Wisconsin;  
B.S. in L.S., Western Reserve University

TUNIS BAKER—*Professor-Emeritus of Science Education* (1957-1966)  
A.B., Hope College; A.M., Columbia University;  
Ph.D., New York University

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\*The figures in parentheses indicate the year in which the person began his service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

- EDWARD BRAND—*Professor-Emeritus of English* (1946-1972)  
B.A., Central College; M.A., University of Iowa;  
Ed.D., University of Denver
- CLARENCE DE GRAAF—*Professor-Emeritus of English* (1928-1972)  
B.A., Calvin College; M.A., University of Michigan;  
Ed.D. in English, University of Michigan
- RUTH DE WOLFE—*Instructor-Emeritus of English* (1956-1965)  
A.B., Wellesley College; A.M., Columbia University
- WERNER W. HEINE—*Associate Professor-Emeritus of German* (1960)  
B.A., Michigan State University; M.A., Michigan State University
- WILLIAM J. HILMERT—*Professor-Emeritus of Religious Education*  
(1952-1969)  
B.A., Hope College; B.D., Western Theological Seminary
- CLARENCE KLEIS—*Professor-Emeritus of Physics* (1921-1964)  
A.B., Hope College; A.M., University of Michigan
- BASTIAN KRUTHOF—*Professor-Emeritus of Religion* (1944-1947)  
(1957-1972)  
B.A., Calvin College; M.A., University of Michigan;  
D.D., Hope College; Ph.D., University of Edinburgh
- NELLA MEYER—*Professor-Emeritus of French* (1923-1965)  
A.B., University of Wisconsin; A.M., Columbia University
- M. HAROLD MIKLE—*Associate Professor-Emeritus of Communication and  
Director of Forensics* (1962)  
B.A., Western Michigan University; M.A., University of Michigan
- JANET MULDER—*Archivist-Emeritus* (1952-1968)  
A.B., Hope College
- ZOE MURRAY—*Associate Professor-Emeritus of English* (1960-1970)  
B.A., Sul Ross State College; M.A., Baylor University
- STEPHEN A. PARTINGTON—*Professor-Emeritus of Education* (1948-1954)  
(1971-1974)  
B.A., Wheaton College, 1929; M.A., University of Michigan, 1938;  
L.L.D., Central Michigan University, 1968
- MARGUERITE MEYER PRINS—*Professor-Emeritus of French* (1919-1962)  
A.B., Hope College; A.M., University of Wisconsin
- METTA ROSS—*Professor-Emeritus of History* (1926-1960)  
A.B., Hope College; A.M., University of Michigan
- HELEN SCHOON—*Associate Professor-Emeritus of Education* (1946-1967)  
A.B., Northwestern University; A.M., University of Michigan



## *The Faculty*

JOHN SCHOUTEN—*Director of Physical Education-Emeritus* (1918-1952)  
A.B., Hope College

MILDRED E. SINGLETON—*Librarian-Emeritus* (1949-1959)  
A.B., A.M., University of Oklahoma; B.S., University of Illinois;  
M.S. University of Columbia

HENRY STEFFENS—*Treasurer and Vice President for Finance-Emeritus*  
(1946-1968)  
A.B., Hope College; A.M. Northwestern University

ALBERT TIMMER—*Director of Admissions-Emeritus* (1923-1964)  
A.B., Hope College; A.M., University of Michigan

ALVIN W. VANDERBUSH—*Professor-Emeritus of Political Science*  
(1945-1972)  
B.A., Hope College; M.A., University of Michigan

JAMES D. VAN PUTTEN—*Professor-Emeritus of Political Science*  
(1952-1969)  
B.A., Hope College; M.A., Columbia University;  
B.D., Presbyterian Seminary; Ph.D., University of Chicago

EVA VANSCHAACK—*Professor-Emeritus of Biology* (1956-1969)  
B.A., Hope College; Ph.D., The Johns-Hopkins University

JOHN J. VER BEEK—*Professor-Emeritus of Education and Director of  
Student Teaching and Certification* (1950-1971)  
B.A., Hope College; M.A., University of Michigan

REIN VISSCHER—*Business Manager-Emeritus* (1946-1965)

EDWARD J. WOLTERS—*Professor-Emeritus of Latin and Chairman of  
Classical Languages* (1926-1966)  
A.B., Hope College; A.M., University of Michigan

DWIGHT B. YNTEMA—*Professor-Emeritus of Economics and Business  
Administration* (1931-1932) (1946-1967)  
A.B., Hope College; A.M., Ph.D., University of Michigan

## **The Teaching Faculty**

JOHN B. ANDERSON—*Assistant Professor of Geology* (1972)  
B.S., University of South Alabama, 1968;  
M.S., University of New Mexico, 1970;  
Ph.D., Florida State University, 1972

CHARLES C. ASCHBRENNER—*Associate Professor of Music* (1963)  
B.Mus., University of Illinois, 1959; M.Mus., Yale University, 1963

HAROLD BAKKER—*Assistant Professor of Education* (1969)  
A.B., Salem College, 1947; M.A., Syracuse University, 1955

## *The Faculty*

- BARBARA JANE BARKER—*Assistant Professor of Chemistry* (1973)  
B.S., University of Cincinnati, 1965;  
Ph.D., University of Cincinnati, 1972
- LESLIE R. BEACH—*Professor of Psychology and Chairman of the Department* (1964)  
B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;  
Ph.D., University of Michigan, 1957
- CYNTHIA M. BEAN—*Assistant Professor of Physical Education* (1972)  
B.S., Bridgewater State College, 1969;  
M.A., University of Maryland, 1972
- ALAN C. BEDELL—*Assistant Professor of German* (1971)  
B.A., Albion College, 1962; M.A., University of Colorado, 1966
- WAYNE G. BOULTON—*Assistant Professor of Religion* (1972)  
A.B., Lafayette College, 1963; B.D., McCormick Theological Seminary, 1967; M.A., Duke University Graduate School, 1970; Ph.D., Duke University Graduate School, 1972
- ALLEN BRADY—*Professor of Biology* (1964) (1966)  
B.S., University of Houston, 1955; M.S., University of Houston, 1959;  
Ph.D., Harvard University, 1964
- GORDON M. BREWER—*Director of Athletics and Associate Professor of Physical Education* (1956)  
B.A., Hope College, 1948; M.A., University of Michigan, 1952
- IRWIN J. BRINK—*Professor of Chemistry* (1957)  
B.A., Hope College, 1952; Ph.D., University of Illinois, 1957
- RICHARD T. BROCKMEIER—*Professor of Physics* (1966)  
B.A., Hope College, 1959; M.S., California Institute of Technology, 1961; 247  
Ph.D., California Institute of Technology, 1965
- ROBERT S. BROWN—*Associate Professor of Psychology* (1960)  
B.A., Western Michigan University, 1950; M.A., University of Michigan, 1952; Ed.D., Michigan State University, 1963 (on leave second semester 1974-75)
- ELTON J. BRUINS—*Professor of Religion* (1966)  
B.A., Hope College, 1950; B.D., Western Theological Seminary, 1953;  
S.T.M., Union Theological Seminary, 1957; Ph.D., New York University, 1962
- DEAN BRYSON—*Associate Professor of Education* (1971)  
B.S., Northern State College, 1960; M.S., Northern State College, 1962;  
Ed.D., University of Nebraska, 1968
- JAMES E. BULTMAN—*Associate Professor of Education* (1968)  
A.B., Hope College, 1963; M.A., Western Michigan University, 1966;  
Ed.D., Western Michigan University, 1971

## *The Faculty*

MARIA CASTILLO—*Assistant Professor of Spanish* (1967)  
B.S., Instituto, S. Clara; Ph.D., University of Havana

ROBERT W. CAVANAUGH—*Professor of Music* (1940) (1946)  
B.A., University of Wisconsin, 1937; B.Mus., American Conservatory of Music, 1939; M.Mus., American Conservatory, 1940; Ed.D. in Music, University of Michigan, 1953

ROBERT M. CECIL—*Associate Professor of Music* (1962)  
B.S., Juilliard School of Music, 1949; B. Mus., Yale University School of Music, 1951; M.Mus., Yale University School of Music, 1952

DAVID L. CLARK—*Associate Professor of History* (1963)  
B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957; Th.D., Harvard University, 1967

WILLIAM COHEN—*Assistant Professor of History* (1971)  
B.A., Brooklyn College, 1957; M.A., Columbia University, 1960; Ph.D., New York University, 1968

JOAN CONWAY—*Assistant Professor of Music* (1969)  
B.S.M.E., Lebanon Valley College, 1957;  
M.Mus., Manhattan School of Music, 1959

ROBERT A. COUGHENOUR—*Professor of Religion* (1969)  
B.S., Indiana University of Pennsylvania, 1953; B.D., Pittsburgh Theological Seminary, 1960; M.A., Western Reserve University, 1967; Ph.D., Case Western Reserve University, 1972

JOHN A. CREVIERE—*Associate Professor of French* (1969)  
B.A., College of St. Thomas, 1962; M.A., Université Laval, Québec, 1963; Ph.D., Université Laval, Québec, 1967

248 EARL CURRY—*Associate Professor of History and Chairman of the Department* (1968)  
B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1966

ROGER E. DAVIS—*Associate Professor of Music* (1963)  
B.S. in Music Education, University of Akron, 1957; B.Mus., Oberlin College, 1962; M.Mus., Northwestern University, 1963

NEIL F. DE BOER—*Assistant Professor of Economics & Business Administration* (1969)  
B.A., Hope College, 1966; M.A., University of Michigan, 1968; M.B.A., University of Michigan, 1968 (on leave 1974-75)

HERBERT L. DERSHEM—*Associate Professor of Mathematics* (1969)  
B.A., University of Dayton, 1965; M.S., Purdue University, 1967; Ph.D., Purdue University, 1969

RUSSELL B. DE VETTE—*Associate Professor of Physical Education* (1948) (1953) (1955)  
B.A., Hope College, 1947; M.A., University of Michigan, 1948

## The Faculty

- JANE R. DICKIE—*Assistant Professor of Psychology* (1972)  
B.A., Alma College, 1968; M.A., Michigan State University, 1970;  
Ph.D., Michigan State University, 1973
- LAMONT DIRKSE—*Associate Professor of Education and Chairman of the Department* (1964)  
B.A., Hope College, 1950; M.A., Northwestern University, 1951;  
Ed.D., Michigan State University, 1972
- MICHAEL P. DOYLE—*Professor of Chemistry* (1968)  
B.S., College of St. Thomas, 1964; Ph.D., Iowa State University, 1967
- JERRY W. DUSSEAU—*Assistant Professor of Biology* (1970)  
B.A., Earlham College, 1963; M.S., Louisiana State University, 1966;  
Ph.D., Louisiana State University, 1969
- D. IVAN DYKSTRA—*Professor of Philosophy and Chairman of the Department* (1947)  
B.A., Hope College, 1935; Th.B., Western Theological Seminary, 1938;  
Ph.D., Yale University, 1945
- ROBERT ELLSWORTH ELDER, Jr.—*Associate Professor of Political Science* (1969)  
B.A., Colgate University, 1964; M.A., Duke University, 1969;  
Ph.D., Duke University, 1971
- MARJORIE HULL FABER—*Lecturer in French* (1968)  
A.B., Eastern Michigan University, 1965;  
M.A., Eastern Michigan University, 1968
- FRANCIS G. FIKE—*Associate Professor of English* (1968)  
A.B., Duke University, 1954; B.D., Union Theological Seminary, 1957;  
M.A., Stanford University, 1958; Ph.D., Stanford University, 1964  
(on leave second semester 1974-75)
- DONALD V. FINN, Jr.—*Assistant Professor of Theatre* (1967)  
B.A., University of Minnesota, 1962; M.A., University of Minnesota, 1967
- JAY E. FOLKERT—*Professor of Mathematics* (1946)  
B.A., Hope College, 1939; M.A., University of Michigan, 1940;  
Ph.D., Michigan State University, 1955
- PAUL G. FRIED—*Professor of History and Director of International Education* (1953)  
B.A., Hope College, 1946; M.A., Harvard University, 1947;  
Ph.D., Erlangen, German, 1949
- HARRY F. FRISSEL—*Professor of Physics and Chairman of the Department* (1948)  
B.A., Hope College, 1942; M.S., Iowa State University, 1943;  
Ph.D., Iowa State University, 1954

## *The Faculty*

CAROL JUTH GAVASSO—*Assistant Professor of Library Science and Social Sciences Librarian* (1970)

B.A., Oakland University, 1968; M.S.L., Western Michigan University, 1969; M.A., Western Michigan University, 1972

ROBERT GRANT—*Assistant Professor of Library Science and Humanities Librarian* (1970)

A.B., Wheaton College, 1966; M.S.L.S., Western Reserve University, 1967; M.A., University of Windsor, Ontario, 1971

LAWRENCE J. GREEN—*Professor of Physical Education* (1952)

B.A., Central College, 1946; M.S., Drake University, 1950; Ph.D., University of Iowa, 1955

PHILIP B. GREENBERG—*Assistant Professor of Music* (1972)

B.Mus., Indiana University, 1970; M.Mus., University of Michigan, 1973

ELDON D. GREIJ—*Associate Professor of Biology and Chairman of the Department* (1962) (1969)

B.S., State Teachers College at Valley City, North Dakota, 1959; M.S., North Dakota State University, 1962; Ph.D., Iowa State University, 1969

MICHAEL GRINDSTAFF—*Manager of Theater Facilities and Lecturer in Theatre* (1970)

B.A., Lycoming College, 1965; M.F.A., Pennsylvania State University, 1971

KAREN GRITZMACHER—*Instructor in Communication* (1973)

B.S., Carroll College, 1971; M.A., Marquette University, 1973

MELVIN W. HARJU—*Assistant Professor of Economics* (1971)

B.A., Knox College, 1963; M.A., University of Florida, 1968; Ph.D., University of Florida, 1972

PATRICK R. HARRISON—*Assistant Professor of Psychology* (1972)

B.S., Ohio State University, 1960; Ph.D., University of Tennessee, 1972

DOUGLAS L. HEEREMA—*Associate Professor of Economics* (1970)

B.A., Central College, 1961; M.A., University of Iowa, 1963; Ph.D., University of Iowa, 1966

STEPHEN I. HEMENWAY—*Assistant Professor of English* (1972)

A.B., College of the Holy Cross, 1964; M.A., Boston College, 1967; Ph.D., University of Illinois, 1972

JAMES P. HENDERSON—*Assistant Professor of Economics and Business Administration* (1967)

B.A., Beloit College, 1960; M.A., Northern Illinois University, 1967

WILLIAM C. HILLEGONDS—*College Chaplain* (1965)

B.A., Hope College, 1949; B.D., Western Theological Seminary, 1951; S.T.M., University of Dubuque, 1971

- RENZE L. HOEKSEMA—*Professor of Political Science* (1971)  
B.A., Hope College, 1948; M.A., Ph.D., Harvard University, 1956
- JANTINA W. HOLLEMAN—*Associate Professor of Music* (1946)  
B.A., Central College, 1943; M.A., Columbia University, 1946
- JOHN W. HOLLENBACH—*Professor of English* (1945)  
B.A., Muhlenberg College, 1934; M.A., Columbia University, 1935;  
Ph.D., University of Wisconsin, 1941
- JACK E. HOLMES—*Assistant Professor of Political Science* (1969)  
B.A., Knox College, 1963; M.A., University of Denver, 1967;  
Ph.D., University of Denver, 1972 (on leave first semester 1974-75)
- JOHN EDWARD HOPKINS—*Associate Professor of Communication and  
Chairman of the Department* (1969)  
B.A., Marietta College, 1965; M.A., Ohio University, 1966;  
Ph.D., Ohio University, 1970
- CHARLES A. HUTTAR—*Professor of English and Chairman of the  
Department* (1966)  
B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;  
Ph.D., Northwestern University, 1956
- HOWARD M. IAMS—*Assistant Professor of Sociology* (1970)  
A.B., Indiana University, 1967; A.M., University of Michigan, 1969;  
Ph.D., University of Michigan, 1973
- EUGENE C. JEKEL—*Professor of Chemistry, Chairman of the Department,  
and Director of Research and Academic Development* (1955)  
B.A., Hope College, 1952; M.S., Purdue University, 1955;  
Ph.D., Purdue University, 1964
- R. DIRK JELLEMA—*Associate Professor of English* (1964)  
B.A., Calvin College, 1960; M.F.A., University of Oregon, 1964  
(on leave first semester 1974-75)
- ARTHUR H. JENTZ, Jr.—*Professor of Philosophy* (1962)  
B.A., Hope College, 1956; B.D., New Brunswick Seminary, 1959;  
Ph.D., Columbia University, 1965
- DAVID KLEIN—*Professor of Chemistry* (1964) (1969)  
B.A., Albion College, 1954; Ph.D., Case Institute of Technology, 1959
- ANTHONY KOBIKER—*Professor of Music and Chairman of the  
Department* (1950)  
B.Mus., Northwestern University, 1942; M.Mus., University of Rochester,  
1944; Ph.D., University of Rochester, 1962
- GEORGE KRAFT—*Associate Professor of Physical Education* (1967)  
B.A., Wheaton College, 1962; M.S., Indiana University, 1965;  
P.E.D., Indiana University, 1971

## *The Faculty*

- LEROY LEBBIN—*Associate Professor of Library Science and Director of Libraries* (1969)  
A.B., Hope College, 1961; M.A., University of Michigan, 1962;  
M.S. in L.S., Case Western Reserve University, 1967
- SANG H. LEE—*Assistant Professor of Religion* (1970)  
B.A., The College of Wooster, 1960; B.D., Harvard Divinity School, 1963;  
Ph.D., Harvard University, 1972
- CARROLL LEHMAN—*Assistant Professor of Music* (1970)  
B.S., Eastern Mennonite College, 1964; M.A., University of Iowa, 1968  
(on leave second semester 1974-75)
- JOSEPH W. MAC DONIELS—*Assistant Professor of Communication* (1972)  
B.A., Culver-Stockton College, 1963; M.S., George Williams College, 1965;  
Ph.D., University of Kansas, 1972
- DAVID MARKER—*Provost and Professor of Physics* (1965)  
B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962;  
Ph.D., Pennsylvania State University, 1966
- DANIEL V. McCAFFREY—*Visiting Assistant Professor in Classics* (1974)  
A.B., Fordham University, 1968; Ph.D., University of Michigan, 1974
- BRUCE McCOMBS—*Assistant Professor of Art* (1969)  
B.F.A., Printmaking, Cleveland Institute of Art, 1966;  
M.F.A., Printmaking, Tulane University, 1968
- WILLIAM RUSSELL MCINTYRE—*Professor of Sociology and Chairman of the Department* (1971)  
B.A., Northwestern University, 1939; M.A., Northwestern University, 1940; Ph.D., Northwestern University, 1951
- 252 GERHARD F. MEGOW—*Professor of German* (1959)  
B.A., Indiana University, 1951; M.A., Indiana University, 1952;  
Ph.D., Indiana University, 1959
- DELBERT L. MICHEL—*Associate Professor of Art and Chairman of the Department* (1964)  
B.A., De Pauw University, 1961; M.F.A., State University of Iowa, 1964
- NANCY SONNEVELDT MILLER—*Associate Professor of English* (1968)  
A.B., Hope College, 1962; M.A., University of Michigan, 1965;  
Ph.D., Michigan State University, 1968
- JOYCE M. MORRISON—*Assistant Professor of Music* (1962)  
B.A., Augustana College, 1953; M.Mus., American Conservatory of Music, 1959; M.Mus., American Conservatory of Music, 1961 (on leave first semester 1974-75)
- JAMES P. MOTIFF—*Associate Professor of Psychology* (1969)  
B.S., St. Norbert College, 1965; M.A., University of South Dakota, 1967;  
Ph.D., University of South Dakota, 1969

## *The Faculty*

- JOAN E. MUELLER—*Professor of English* (1960)  
B.A., Ohio Wesleyan University, 1950; M.A., Ohio Wesleyan University, 1951; Ph.D., Ohio State University, 1959
- WILLIAM S. MUNGALL—*Associate Professor of Chemistry* (1971)  
B.A., State University of New York at Buffalo, 1967;  
Ph.D., Northwestern University, 1970
- DAVID G. MYERS—*Associate Professor of Psychology* (1967)  
B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;  
Ph.D., University of Iowa, 1967
- RALPH OCKERSE—*Professor of Biology* (1966)  
B.A., State Teachers College, Netherlands, 1956; B.S., Baldwin Wallace College, 1962; Ph.D., Yale University, 1966
- ROBERT PALMA—*Assistant Professor of Religion* (1966)  
B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959;  
Ph.D., University of Edinburgh, 1970
- SANDRA PARKER—*Assistant Professor of Physical Education* (1967)  
B.A., Hope College, 1965; M.A., Western Michigan University, 1971
- DANIEL PAUL—*Associate Professor of Education* (1966)  
B.A., Hope College, 1950; M.A., University of Michigan, 1957;  
Ed.S., Western Michigan University, 1964; D.Ed., Western Michigan University, 1973
- G. LARRY PENROSE—*Assistant Professor of History* (1970)  
B.A., Portland State College, 1966; M.A., Indiana University, 1968
- MICHAEL B. PETROVICH—*Assistant Professor of History* (1966) (1969)  
University of Ljubljana, Yugoslavia, 1954;  
B.A., Shepherd College, 1960; M.A., University of Chicago, 1965  
Ph.D., University of Chicago, 1974 (on leave 1974-75)
- ORESTES GÓMEZ PINO—*Assistant Professor of Spanish* (1968)  
B.A., Colorado State University, 1966;  
M.A.T., Colorado State University, 1968
- LAMBERT J. PONSTEIN—*Professor of Religion* (1952)  
B.A., Hope College, 1948; B.D., Western Theological Seminary, 1952;  
S.T.M., Oberlin College, 1959
- CHARLES L. POWELL—*Assistant Professor of Linguistics* (1971)  
B.Sc., Tuskegee Institute, 1952; M.A., University of Wyoming, 1955
- ALBERT JAMES PRINS—*Professor of English* (1946)  
B.A., Hope College, 1938; M.A., University of Michigan, 1939;  
Ed.D. in English, University of Michigan, 1963



## *The Faculty*

GEORGE RALPH—*Associate Professor of Theatre and Chairman of the Department* (1966)

B.A., Stanford University, 1957; M. Div., Union Theological Seminary, 1960; M.A., Northwestern University, 1966

ELIZABETH REEDY—*Preceptor in English*\* (1967)

B.A., Lake Forest College, 1961; M.A., Yale University, 1962; Ph.D., Yale University, 1967

ROBERT REINKING—*Associate Professor of Geology* (1970)

B.S., Colorado College, 1963; M.S., University of Illinois, 1965; Ph.D., University of Illinois, 1967

WILLIAM REYNOLDS—*Assistant Professor of English* (1971)

A.B., Xavier University, 1966; M.A., Columbia University, 1967; Ph.D., University of Illinois in Urbana, 1971

BARRIE RICHARDSON—*Professor of Economics and Business Administration and Chairman of the Department* (1973)

B.A., Carleton College, 1955; M.B.A., Indiana University, 1956; D.B.A., Indiana University, 1961

MORRETTE L. RIDER—*Professor of Music* (1947)

B.Mus., University of Michigan, 1942; M.Mus., University of Michigan, 1947; Ed.D., Columbia University, 1955

JACK R. RIDL—*Assistant Professor of English* (1971)

B.A., Westminster College, 1967; M.Ed., Westminster College, 1970

NORMAN W. RIECK—*Associate Professor of Biology* (1962)

B.A., Hope College, 1953; M.S., University of Michigan, 1956; Ph.D., University of Michigan, 1957

254 ROGER J. RIETBERG—*Associate Professor of Music* (1954)

B.A., Hope College, 1947; S.M.M., Union Theological Seminary, N.Y., 1949

ROBERT RITSEMA—*Associate Professor of Music* (1967)

B.A., Hope College, 1957; M.M., University of Michigan, 1959; Ed.D. in Mus., University of Michigan, 1971

CARL F. SCHACKOW—*Associate Professor of Education* (1970)

B.S., Wittenberg University, 1959; M.S., Northern Illinois University, 1963; Ph.D., Miami University, 1971

PETER J. SCHAKEL—*Associate Professor of English* (1969)

B.A., Central College, Iowa, 1963; M.A., Southern Illinois University, 1964; Ph.D., University of Wisconsin, 1969

\*The title of Preceptor is given to those faculty members who wish to hold a non-rank designation in preference to one of the established academic ranks.

## *The Faculty*

- ANTONIA G. IGLESIAS SEARLES—*Assistant Professor of Spanish* (1970)  
B.A., University of Salamanca, Spain; M.A., Escuela Normal Superior, Salamanca, Spain; Licenciada en Filosofía y Letras, Universidad de Salamanca, Spain; Diploma Lingua e Literatura Portuguesa, Universidade de Coimbra, Portugal; Certificate in English, University of Cambridge, Cambridge, England
- KENNETH SEBENS—*Assistant Professor of Sociology* (1967)  
B.A., Hope College, 1963; M.A., Western Michigan University, 1965; M.S.W., University of Michigan, 1967
- JAMES SEESER—*Associate Professor of Physics* (1970)  
A.B., Drury College, 1965; M.S., University of Missouri, 1967; Ph.D., University of Missouri, 1970
- FRANK C. SHERBURNE, Jr.—*Assistant Professor of Mathematics* (1959)  
B.S., University of Toledo, 1952; M.S., Michigan State University, 1956 (on leave first semester 1974-75)
- DAVID SMITH—*Assistant Professor of Art* (1968)  
B.A., University of Massachusetts, 1966; M.F.A., University of Kansas, 1968
- RAYMOND E. SMITH—*Associate Professor of Physical Education* (1970)  
B.S., University of California, Los Angeles, 1961; M.A., Pasadena College, 1963
- RICHARD L. SMITH—*Assistant Professor of Theatre* (1972)  
B.F.A., University of Minnesota, 1969; M.F.A., University of Minnesota, 1972
- DEAN SOMMERS—*Assistant Professor of Mathematics* (1969)  
B.S., Huntington College, 1960; M.S., Ohio State University, 1969; Ph.D., Ohio State University, 1973
- CHARLES A. STEKETEE—*Associate Professor of Mathematics* (1946)  
B.A., Hope College, 1936; M.A., University of Michigan, 1937
- GISELA STRAND—*Assistant Professor of German* (1969)  
Abitur, St. Ursula Oberschule, Hannover, 1959; M.A., University of Chicago, 1962; Ph.D., Vanderbilt University, 1973
- WILSON STRAND—*Assistant Professor of History* (1969)  
B.S., University of Nebraska, 1954; M.A., Columbia University, 1957; Ph.D., Peabody College, 1967
- JOHN TAMMI—*Assistant Professor of Theatre* (1968)  
B.A., Gustavus Adolphus College, 1963; M.A., University of Minnesota, 1966
- ELLIOT A. TANIS—*Professor of Mathematics and Chairman of the Department* (1965)  
B.A., Central College, 1956; M.S., University of Iowa, 1960; Ph.D., University of Iowa, 1963

## *The Faculty*

NANCY TAYLOR—*Assistant Professor of English* (1966)

B.A., Western Michigan University, 1957;

M.A., University of Wyoming, 1959

HENRY ten HOOR—*Professor of English* (1946)

B.A., Calvin College, 1938; M.A., University of Michigan, 1946;

Ed.D. in English, University of Michigan, 1963

J. COTTER THARIN—*Professor of Geology and Chairman of the Department* (1967)

B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958;

Ph.D., University of Illinois, 1960

JAMES W. TOEVS—*Associate Professor of Physics* (1969)

B.S., University of Colorado, 1964;

Ph.D., California Institute of Technology, 1970

WILLIAM VANDERBILT—*Associate Professor of Physical Education and Chairman of the Department* (1967)

B.A., Hope College, 1961; M.A., University of Michigan, 1963;

Ph.D., University of Utah, 1971

RICHARD VANDERVELDE—*Associate Professor of Mathematics* (1967)

B.A., Simpson College, 1960; M.S., University of Iowa, 1962;

Ph.D., University of Iowa, 1967

F. PHILLIP VANEYL—*Associate Professor of Psychology* (1959)

B.A., Hope College, 1955; M.A., Claremont Graduate School, 1958;

Ph.D., Claremont Graduate School, 1964

PAUL VAN FAASEN—*Associate Professor of Biology* (1963) (1969)

B.A., Hope College, 1956; M.S., Michigan State University, 1962;

Ph.D., Michigan State University, 1971

JOHN VAN IWAARDEN—*Associate Professor of Mathematics* (1961)

A.B., Hope College, 1957; M.A., University of Michigan, 1958

RUTH VAN KAMPEN—*Lecturer in Sociology* (1967)

B.A., Western Michigan University, 1965;

M.A., Western Michigan University, 1969

JAMES D. VAN PUTTEN, Jr.—*Professor of Physics* (1967)

B.A., Hope College, 1955; M.A., University of Michigan, 1957;

Ph.D., University of Michigan, 1960

GLENN L. VAN WIEREN—*Assistant Professor of Physical Education* (1966) (1973)

B.A., Hope College, 1964; M.A., Western Michigan University, 1968;

Ed.D., Brigham Young University, 1973

## *The Faculty*

- GORDON J. VAN WYLEN—*President and Professor of Physics* (1972)  
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;  
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of  
Technology, 1951; Litt. D., Hope College, 1972
- JUDITH A. VICKERS—*Assistant Professor of French* (1969)  
B.A., Purdue University, 1962; M.A., University of Illinois, 1964; Diplôme  
de Littérature Française Contemporaine, Université de Paris, 1967
- ROBERT C. VICKERS—*Professor of Art* (1969)  
B.A., State University College Geneseo, New York, 1947;  
M.A., Columbia University, 1949
- HENRY VOOGD—*Professor of Religion and Chairman of the Department*  
(1947)  
B.A., Hope College, 1941; B.D., Western Theological Seminary, 1944;  
Th.D., Princeton Theological Seminary, 1947
- HUBERT WELLER—*Professor of Spanish and Chairman of the Department of  
Foreign Languages and Literatures* (1962)  
B.A., University of Michigan, 1956; M.A., Indiana University, 1958;  
Ph.D., Indiana University, 1965
- F. SHELDON WETTACK—*Professor of Chemistry* (1967)  
B.A., San Jose State College, 1960; M.A., San Jose State College, 1962;  
Ph.D., University of Texas, 1968
- BROOKS WHEELER—*Assistant Professor of Classical Languages* (1968)  
B.A., Dartmouth College, 1964; M.A.T., Harvard University, 1965;  
M.A., University of Michigan, 1967 (on leave 1974-75)
- NANCY WHEELER—*Lecturer in Classical Languages* (1968) (1972)  
B.A., Indiana University, 1964; A.M., Indiana University, 1966;  
A.M., University of Michigan, 1968 (on leave 1974-75)
- JOHN WHITTLE—*Assistant Professor of Mathematics* (1966)  
B.A., Western Kentucky University, 1962;  
M.A., Western Kentucky University, 1963
- DONALD H. WILLIAMS—*Professor of Chemistry* (1969)  
B.S., Muskingum College, 1960; Ph.D., Ohio State University, 1964
- JOHN M. WILSON—*Assistant Professor of Art* (1971)  
B.A., St. Olaf College, 1955; M.A., University of Minnesota, 1964
- JAMES ZOETEWY—*Associate Professor of Political Science and Chairman  
of the Department* (1966)  
B.A., Calvin College, 1960; M.A., University of Colorado, 1968;  
Ph.D., University of Colorado, 1971

## *The Faculty*

### **Part-time Teaching Associates**

- GERALDINE ANDERSON—*Coordinator of Academic Skills Center* (1973)  
B.A., Michigan State University; M.A., University of Michigan
- WILLIAM L. BOPF—*Political Science* (1973)  
B.A., Michigan State University; M.Sc., University of Southern California
- ANNE BRATT—*English* (1960)  
B.A., Calvin College
- HELEN DAUSER—*Music* (1968)
- JAMES DE BORST—*Political Science* (1973)  
A.B. Calvin College; M.A., Ph.D., University of Michigan
- MAXINE DeBRUYN—*Physical Education* (1965)  
B.A., Michigan State University
- MALLIE FINN—*English and Theatre* (1969)  
B.S., University of Minnesota
- BRUCE FORMSMA—*Music* (1974)  
B.A., B. Mus., Hope College
- FRANCIS H. HOPPER—*Music* (1972)  
B. Mus., M. Mus., University of Michigan; D.S.M., Union Theological Seminary
- JOHN JACKSON—*Music* (1971) (1974)  
B. Mus., Western Michigan University
- JOHN KLUNGLE—*Communication* (1966)
- CALVIN LANGEJANS—*Music* (1959)  
B.A., Hope College; M. Mus., University of Michigan
- LARRY MALFROID—*Music* (1974)
- HAROLD MIKLE—*Communication* (1962)  
B.A., Western Michigan University; M.A., University of Michigan
- BRIAN MINOR—*Music* (1974)  
B. Mus., M. Mus., Northwestern University
- BRUCE NECKERS—*Business Administration* (1973)  
B.A., Hope College; J.D., Ohio State College of Law
- ANITA NOUGIER—*Assistant Director, Grenoble Program* (1970)
- JEAN-PIERRE NOUGIER—*Director, Grenoble Program* (1970)  
agrégé de l'Université de Paris, Faculté des Lettres, Sorbonne

## *The Faculty*

- DAVID B. OSBORNE—*Communication* (1971)
- JONATHAN OSBORNE—*Sociology* (1974)  
A.B., Hope College; M.S.W., Western Michigan University
- ELEANOR PALMA—*Music* (1973)  
A.B., Calvin College
- FRANK S. QUIRING—*Director of Laboratory Program of the Summer Chemistry Implementation Project* (1964)  
A.B., Bethel College; M.S., University of Kansas
- RICH RAHN—*Theatre and Dance* (1972)
- WANDA NIGH RIDER—*Music* (1972)  
B.M., College of Wooster; M. Mus., University of Michigan
- EDWARD RIFFEL—*Dance* (1974)
- MARGARET SHERMAN—*Music* (1973)  
B. Mus., Hope College
- BURR TILLSTROM—*Theatre* (1973)  
Litt.D., Hope College
- JOHN TYSSÉ—*Business Administration* (1973)  
B.A., Hope College
- ROBERT VANDERHAM—*Sociology* (1947) (1966)  
B.A., M.A., DePauw University; M.S.W., Michigan State University
- KENNETH VANDERWOUDE—*Psychology* (1972)  
A.B., Calvin College; M.A., Ph.D., Loyola University
- DALE VAN LENTE—*Business Administration* (1962)  
B.S., University of Michigan
- GAIL WARNAAR—*Music* (1965)  
B.Mus., Central Michigan; M. Mus., Michigan State University
- FLOYD WESTENDORP—*Psychology* (1969)  
B.A., Calvin College; M.D., University of Michigan
- JULIE WORKING—*Music* (1973)  
B.A., Hope College

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## **Upward Bound Program**

- ANTONIO FLORES—*Director* (1973)  
B.A., Centro Normal, Guzman, Mexico

## *The Faculty*

MICHAEL CONNOLLY—*Assistant Director* (1973)  
B.A., M.A., Ph.D., Michigan State University

## **Vienna Summer School — 1973 Faculty and Staff**

WAYNE DUNLAP—*Music* (1973)  
M.Mus., Eastman School of Music

PAUL G. FRIED—*Director* (1956)  
Ph.D., University of Erlangen

DEBORAH KLOMPARENS—*German and Sociology* (1969)  
A.B., University of Michigan

WILLIBALD KUBICEK—*Literature* (1964)  
Ph.D., University of Vienna

ANNA SPITZMUELLER—*Art History* (1970)  
Ph.D., University of Vienna

GISELA STRAND—*German and Women's Adviser* (1973)  
Ph.D., Vanderbilt University

WILSON STRAND—*History and Associate Director* (1973)  
Ph.D., Peabody College

## **Dubrovnik Summer School — 1973 Faculty and Staff**

260 ROBERT A. COUGHENOUR—*Religion*  
Ph.D., Case Western Reserve

BRANKO KOVACEVIC—*Painting*  
Diploma, Academy of Fine Arts, Belgrade

MICHAEL PETROVICH—*Director*  
M.A., The University of Chicago

SINISA HRESTAK—*Serbo-Croatian*  
B.A., University of Zagreb

## **GUEST LECTURERS IN HISTORY**

BARISA KREKIC—Ph.D., Serbian Academy of Sciences

ILIJAS MITIC—Ph.D., University of Zagreb

IVANKA NIKALAJEVIC—Ph.D., University of Belgrade

HODIMIR SIROTKOVIC—Ph.D., University of Zagreb

DRAGAN ZIVOJINOVIC—Ph.D., University of Pennsylvania

MLADEN ZVONAREVIC—Ph.D., University of Zagreb

**Philadelphia Urban Semester — 1974 Faculty and Staff**

STEVENS E. BROOKS—*Director* (1968) (1974)

ROBERTA G. DeHAAN—*Staff Instructor* (1970)

EMMA B. FISHER—*Housing Coordinator, Secretary* (1969)

DAVID L. POTTER—*Visiting Faculty from Denison University* (1974)

MARTIN I. SCHERR—*Staff Instructor* (1973)

ANNA BELLE WOODFIN—*Staff Instructor* (1973)



## ADMINISTRATIVE OFFICERS

### President of the College

GORDON J. VANWYLEN\*—*President and Professor of Physics* (1972)

### Academic Administration

DAVID MARKER\*—*Provost and Professor of Physics* (1965)

PAUL G. FRIED\*—*Director of International Education* (1953)

JON J. HUISKEN—*Registrar* (1969)  
B.A., Calvin College

EUGENE C. JEKEL\*—*Director of Office of Research and Academic Development* (1955)

GERALDINE R. ANDERSON—*Director of Academic Skills Center* (1973)  
B.A., Michigan State University; M.A., University of Michigan

### Admissions

THOMAS D. LA BAUGH—*Director* (1971)  
B.A., Kenyon College; M.B.A., Central Michigan University

PHILLIP R. TOPPEN—*Associate Director* (1970)  
B.A., Hope College; M. Ed., Rollins College

MARK DE ROO—*Assistant Director* (1973)  
B.A., Hope College

GLENN LOWE—*Assistant Director of Admissions and Financial Aid* (1972)  
B.A., Hope College

BILL VANDENBERG, III—*Admissions Counselor and Eastern Representative* (1968)  
B.A., Hope College

LINDA KLUNGLE—*Office Manager* (1972)  
B.A., Grand Valley State Colleges

\*See faculty listing for degrees.

## Business and Financial Administration

WILLIAM K. ANDERSON—*Controller and Chief Fiscal Officer* (1966)  
B.S., Ferris State College

BARRY L. WERKMAN—*Business Manager and Director of Campus Planning*  
(1967)  
B.A., Hope College; M.S., University of Wyoming

WARREN M. FALOON—*Accountant* (1972)  
B.S., Ferris State College

BRUCE HIMEBAUGH—*Director of Financial Aid* (1970)  
B.A., M.A., Western Michigan University

RUTH A. OVERWEG—*Accountant* (1967)  
A.A.S., Ferris State College

## Business Services

RICHARD HANSEN—*Superintendent of Buildings and Grounds* (1968)

EMERY BLANKSMA, Jr.—*Director of Maintenance Services* (1970)

MARTIN C. STRANG—*Groundskeeper* (1970)  
B.S., Michigan State University

MARK COOK—*Book Store Manager* (1973)

## College and Alumni Relations

THOMAS L. RENNER—*Director of College Relations* (1967)

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## Computer Center

DAVID MARKER\*—*Administrative Director* (1965)

LYLE VELDHEER—*Computer Programmer—Analyst* (1970)  
B.S., Michigan State University

KENNETH VINK—*Director of Data Processing and Institutional Research*  
(1965)  
B.S., Calvin College

## Development Office

KURT VAN GENDEREN—*Director of Development* (1974)  
B.A., Hope College; M.B.A., Dartmouth

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\*See faculty listing for degrees.

## *Administration*

SALLY KIETZMAN—*Manager of Records, Research, and Acknowledgments* (1974)

VERN J. SCHIPPER—*Director of Build Hope* (1973)  
B.A., Hope College; M.A., Michigan State University

J. NORMAN TIMMER—*Development Officer* (1970)  
B.A., Hope College; M.A., Michigan State University

## **Director of Laboratories**

HENRY BIERLING—*Director of Chemistry Laboratories* (1969)

DREW COMSTOCK—*Director of Physics Labs* (1970)  
B.S., Alma College

## **Library**

LEROY LEBBIN\*—*Director of Libraries and Associate Professor of Library Sciences* (1969)

CAROL JUTH GAVASSO\*—*Social Sciences Librarian and Assistant Professor of Library Science* (1970)

ROBERT GRANT\*—*Humanities Librarian and Assistant Professor of Library Science* (1970)

MARILYN WELCH—*Science Bibliographer* (1971)  
B.A., Ohio University

LEONA NYKERK—*Social Science Bibliographer* (1966)  
B.S., Michigan State University

LINDA VISSCHER—*Humanities Bibliographer* (1970)  
B.A., Hope College

DIANE DE JONGE—*Special Projects Bibliographer* (1969)  
B.A., Central Michigan University

ANDREW VANDER ZEE—*Archivist* (1963)  
B.A., Calvin College, 1933; M.A., University of Michigan, 1942;  
M.A. in L.S., Western Michigan University, 1962

\*See faculty listing for degrees.

## Student Personnel Services

- ROBERT N. DE YOUNG—*Vice President for Student Affairs* (1965)  
B.A., Hope College; M.A., Western Michigan University
- MICHAEL GERRIE—*Associate Dean of Students* (1967)  
B.A., University of Dubuque
- GARRET DEMAREST III—*Director of Center for Counseling, Career Planning and Placement* (1971)  
B.A., Cornell University; M.A., Michigan State University
- WILLIAM C. HILLEGONDS\*—*College Chaplain* (1965)
- DAVID J. VANDERWEL—*Director of Campus Life* (1971)  
B.A., Hope College; M.Div., Western Theological Seminary
- SARAH SCHENDEL—*Counselor*  
B.A., Ottawa University; M.A., Michigan State University
- JOHN KLUNGLE—*Director, Academic Equipment Center* (1966)
- MYRA ZUVERINK—*Director of Placement* (1966)
- MARIAN E. BLAKE—*Head Nurse of Clinic* (1962)  
R.N., Butterworth Hospital
- SHARON BLANKSMA—*Clinic Assistant* (1973)  
R.N., Butterworth Hospital
- BEVERLY MULDER—*Clinic Assistant* (1973)  
R.N., Hackley Hospital
- RUTH DYKE—*Clinic Assistant* (1969)  
T.N., Butterworth Hospital
- JESSE NEWKIRK—*Director of Food Service* (1972)
- CARL BENDER—*Manager of Food Service* (1972)
- DAVID VANDELLEN—*Manager of Food Service* (1967)

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## Administrative Office Staff

### EXECUTIVE OFFICES

- President Charlotte Mulder, administrative assistant (1953)  
Barbara De Koster, secretary (1974)
- Dean for Academic Affairs Marianne Orzechoski, executive secretary (1966)
- Associate Deans for Academic Affairs Janis Formsma, secretary (1973)  
Joyce Plewes, secretary (1969)

\*See faculty listing for degrees.

## *Administration*

### ADMISSIONS OFFICE

Helen Voogd, secretary (1966)  
Nancy TerHaar, secretary (1971)  
Ardale Schrotenboer, secretary (1973)  
Lori Bosch, secretary (1974)

### BOOKSTORE

Dorothy Plasman, assistant manager (1966)  
Erma Nykamp, clerk (1969)  
Jeanne Goodyke, clerk (1973)

### BUSINESS OFFICE

Sheila Herring, student accounts receivable clerk (1974)  
Beverly Hoffman, switchboard operator (1970)  
Ingrid lauch, purchasing (1968)  
Gracie Wong, accounts payable clerk (1974)  
Ada Kole, switchboard operator (1964)  
Gloria Kuipers, switchboard operator (1969)  
Patricia Nienhuis, cashier (1974)  
Janet Plakke, payroll (1964)  
Marlene Ross, switchboard operator (1973)  
June Rowan, switchboard operator (1970)  
Evelyn Ryan, secretary (1966)  
Jean Wehrmeyer, switchboard operator (1973)

### FINANCIAL AID OFFICE

Ann Brugger, secretary (1973)

### COMPUTER CENTER

Gail Buis, keypunch operator (1973)  
Maria Tapia, operations supervisor (1967)

### SECRETARIAL SERVICES

Rose Kraker, secretary (1971)  
Sandy Tasma, secretary (1973)

### DEPARTMENTAL OFFICES

Art Myra Jordan, secretary (1973)  
Biology Beverly Kindig, secretary (1973)  
Chemistry Norma Plasman, secretary (1968)  
Communication Carol Boeve, secretary (1974)  
Economics and Business Administration Barbara Douma, secretary (1973)  
Education Mary Onstott, secretary (1974)  
English Vicki Mackintosh, secretary (1973)  
Foreign Languages Leona Plasman, secretary (1959)  
Geology Joyce Plewes, secretary (1969)  
History Dorothy Boer, secretary (1965)  
Music Berna Deane Faber, library aide (1966)  
Ruth Michielsens, secretary (1969)  
Physical Education Norman Japinga, equipment manager (1968)  
Jane Peterson, secretary (1973)  
Physics-Mathematics Virginia Tilstra, secretary (1971)  
Psychology Maxine Mesbergen, secretary (1972)  
Theatre Joyce Smith, secretary (1973)

### INTERNATIONAL EDUCATION

Alma Scarlett, manager, office of International Education (1961)

## *Administration*

### **DEVELOPMENT OFFICE**

Marguerite D. Phillips, office of college relations (1973)  
Esther Flowerday, development secretary (1962)  
Marilyn Crace, records and research (1974)  
Elizabeth Prime, records and research (1974)  
Phyllis Kleeder, secretary, alumni office (1974)

### **LIBRARY**

Gladys Lumbert, circulation desk clerk (1970)  
Sally Hiddinga, catalog clerk (1972)  
Marjorie Walcott, secretary (1966)  
Chris Alexanian, interlibrary loan clerk (1974)  
Dorothy Tysse, circulation clerk (1974)  
Dawn Van Ark, order clerk (1971)

### **RECORDS OFFICE**

Betty Wessels, Records Supervisor (1967)  
Marilyn Brouwer, clerk (1969)

### **STUDENT PERSONNEL SERVICES**

Carolyn Bareman, secretary to dean of students (1973)  
Sophie Hamberg, secretary Center for Counseling,  
Career Planning and Placement,  
and Campus Life (1973)

## **WOMEN'S LEAGUE FOR HOPE COLLEGE**

President . . . . . Mrs. Walter Boerman  
834 Washtenaw, N.E., Grand Rapids, Michigan 49505

1st Vice President . . . . . Mrs. Harvey Koop  
Box 114, Hamilton, Michigan 49419

2nd Vice President . . . . . Mrs. Gordon Boelens  
16480 Ranch Lane, Spring Lake, Michigan 49456

Recording Secretary . . . . . Mrs. Howard Claus  
1748 Lotus, S.E., Grand Rapids, Michigan 49506

Corresponding Secretary . . . . . Mrs. Courtney Frefeldt  
703 Summer Street, Spring Lake, Michigan 49456

Treasurer . . . . . Mrs. Harvey LePoiré  
7374 Byron Center Road, Zeeland, Michigan 49464

Assistant Treasurer . . . . . Mrs. Tom Vander Kuy  
672 Larkwood, Holland, Michigan 49423

College Representative . . . . . Mrs. Gordon Van Wylen  
92 East 10th Street, Holland, Michigan 49423

1974 Village Square Chairman . . . . . Mrs. J. Norman Timmer  
57 East 13th Street, Holland, Michigan 49423

## ALUMNI ASSOCIATION

### BOARD OF DIRECTORS 1973-74

President	Harold M. Hakken
Vice President	Rev. Jack Hascup
Secretary	Marian A. Stryker
Treasurer	William K. Anderson

### DIRECTORS

Gene C. Campbell	Grand Rapids, Michigan
Theodore A. Du Mez	Arlington, Virginia
Mrs. Philip A. Fredrickson	Clearwater, Florida
Rev. Jack Hascup	Glen Head, New York
Harold M. Hakken	Sepulveda, California
Mrs. Dennis Hendricks	Grandville, Michigan
Thomas Houtman	Midland, Michigan
Mrs. L. W. Lamb Jr.	Holland, Michigan
Preston Maring	Troy, Michigan
Lester McBride	Kalamazoo, Michigan
John C. Schrier	Muskegon, Michigan
Robert W. Scott	Detroit, Michigan
Rev. Ronald C. Stockhoff	East Greenbush, New York
Thom Wombwell	Cambridge, Massachusetts

Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1867, the Alumni Association numbers approximately 12,000 members. The Association has several regional clubs, a professional chapter for men and women in science and a club for athletic letter men. Dr. Earl S. Huyser of Lawrence, Kansas is chairman of the Science Chapter: Rev. Gordon Van Hoeven of Spring Lake, Michigan heads the Alumni Varsity H Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Detroit, Kalamazoo, Muskegon, Washington, D.C. Woman graduates of Hope are eligible for membership in the American Association of University Women.

The quarterly *Alumni Magazine* informs alumni and friends of the activities and achievements of Hope men and women. It also reflects and interprets the role of the College today. An *Alumni Directory* is published each decade.

The College maintains a spacious home on campus which serves as a guest house and the alumni office. The office staff keeps up-to-date alumni records. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The goal of the alumni office is to promote communication and good relations between the alumni and their Alma Mater. Two special days programmed for the return of alumni to the campus are Homecoming in October and Alumni Day, the Saturday before Commencement in May. The latter features class reunions and an annual alumni dinner. Alumni who have been selected for Distinguished Alumnus Awards are announced at the annual dinner. Selections are made on the basis of contributions to society, interest in the College, and financial assistance to the College.

## HONORS AND AWARDS

### Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of full time course work in residence at Hope.

### Special Awards

**SOUTHLAND AWARD FOR WOMEN**—A gold medal to the Senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

**ALMON T. GODFREY PRIZE IN CHEMISTRY**—A cash award to the Senior student chosen the outstanding student in Chemistry.

**PATTERSON MEMORIAL PRIZE IN BIOLOGY**—A cash award to a superior student with a major interest in Biology, whom the Hope College faculty deems most worthy.

**DOUWE B. YNTEMA PRIZE**—A cash award to the Senior student who has been chosen the outstanding student in Physics.

**ALBERT E. LAMPEN MATHEMATICS PRIZE**—A cash award to the Senior student chosen the outstanding student in Mathematics.

**OTTO VAN DER VELDE ALL CAMPUS AWARD**—A gold medal to the Senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

**PIETENPOL PRIZE**—A cash award to the Senior student who gives promise of greatest success in the Christian ministry.

**POST JEWELRY MUSIC AWARDS**—Gold keys to Senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.



## *Honors and Awards*

**A. A. RAVEN PRIZES IN ORATORY**—Cash awards for the two best orations on a subject of patriotic nature delivered by men students of Hope College.

**ADELAIDE PRIZE IN ORATORY**—A cash award to the winner of an oratorical contest open to all women students on the campus.

**J. ACKERMAN COLES DEBATING PRIZES**—Gold keys given to upper-class debaters who have achieved special distinction in Pi Kappa Delta.

**HERMAN MILLER ART AWARD**—A book award given to a Senior most deserving of recognition and encouragement for creative work in the field of visual arts.

**SENIOR BIBLICAL AWARDS**—Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

**SLOAN-STEGEMAN AWARD**—A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

**PETER BOL AWARD**—A cash award given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

**THE EGBERT WINTER EDUCATION AWARDS**—Cash prizes to the young man and the young woman in the Senior class who gives promise of making the most significant contributions in the field of teaching.

**WILLIAM B. EERDMANS POETRY PRIZE**—A cash award for the best creative writing done in poetry during the current year.

270 **WILLIAM B. EERDMANS PROSE PRIZE**—A cash award for the best creative writing done in prose for the current year.

**GEORGE BIRKHOFF, JR. PRIZE**—A cash award to the student submitting the best work in a designated area of English.

**RAY DE YOUNG HISTORY PRIZE**—A cash award to the Senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

**METTA J. ROSS HISTORY PRIZE**—A cash award to the junior student whose interest, achievement, and promise in history, as indicated by academic record and career plans, in the judgment of the history faculty, most merit recognition.

**THE MARGUERITE PRINS FRENCH AWARD**—A cash reward to the Senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

## *Honors and Awards*

**ROLF ITALIAANDER JUNIOR PRIZES FOR HISTORY OR POLITICAL SCIENCE**—A cash award to a student in the junior class who has shown superior achievement and promise in the area of studies toward the betterment of international and interracial understanding as demonstrated in an essay on a topic assigned for the year by the department of History or Political Science. One copy of the essay is to be given to the donor, who will not act as one of the judges. Books written by Mr. Italiaander will be given to second and third-place winners.

**ROBERT L. MELKA MEMORIAL AWARD**—A cash prize awarded annually to a Freshman or Sophomore for an essay in European history that is judged superior by the Department of History.

**MARGARET OTTE DE VELDER PRIZE**—A cash award to the Junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

**CLASS OF '65 POLITICAL SCIENCE PRIZE**—A cash award to be given to the graduating Senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service.

**SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE**—A cash award to be presented to the Senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

**THE EMMA REEVERTS FUND**—Provides a grant to a financially needy Senior woman whose academic record is insufficient for scholarship aid. Administered by the Dean of Women.

**THE ALLAN C. KINNEY MEMORIAL FUND**—Provides an annual cash award to the outstanding graduating senior majoring in Economics or Business Administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

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**THE LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN**—A cash award to the Senior German Major whose interest and achievement in the German language and literature has been most significant.

**MARTIN N. RALPH AWARD IN SPANISH**—A cash award to the Junior or Senior whose achievement in the Spanish language and literature has been most significant.

**JOHN RICHARD VANDER WILT AWARD**—A cash award to a deserving student who, in the judgment of the religion and Bible faculty, gives promise of a dedicated service as a minister or missionary.

**E. I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY**—A cash award to the student who has done the most outstanding research in chemistry.

## *Honors and Awards*

**THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH**—An award, in memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French speaking country, demonstrates the greatest promise of excellence in the teaching of French.

**THE MABEL NIENHUIS AWARD IN APPLIED MUSIC**—An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

**THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY**—A cash award to that Philosophy major in the senior class judged by the Department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

## **Fellowship Nominations**

**MICHIGAN COLLEGE FELLOWSHIP**—The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

**MICHIGAN COLLEGE SCHOLARSHIP**—Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

**UNIVERSITY OF CHICAGO LAW SCHOLARSHIP**—The Hope College faculty annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for study of law at the University of Chicago Law School.

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## **ACCREDITATION**

Hope College is accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Association of University Women, the American Chemical Society, and is a member of the National Association of Schools of Music. It maintains membership in the American Council on Education, and Association of American Colleges, the American Association of Colleges for Teacher Education, the Michigan Association of Independent Colleges and Universities and the Mathematical Association of America.

# ENROLLMENT REPORT

September 25, 1973

	Men	Women	Total
Freshmen	290	285	575
Sophomores	280	278	558
Juniors	219	268	487
Seniors	152	152	304
Specials	98	83	181
<b>TOTAL</b>	<b>1039</b>	<b>1066</b>	<b>2105</b>

## Geographical Distribution of Students

### The United States and Territories:

Michigan	1155	Ohio	49
New York	247	Indiana	49
New Jersey	183	California	23
Illinois	162	Wisconsin	17
Pennsylvania	53		

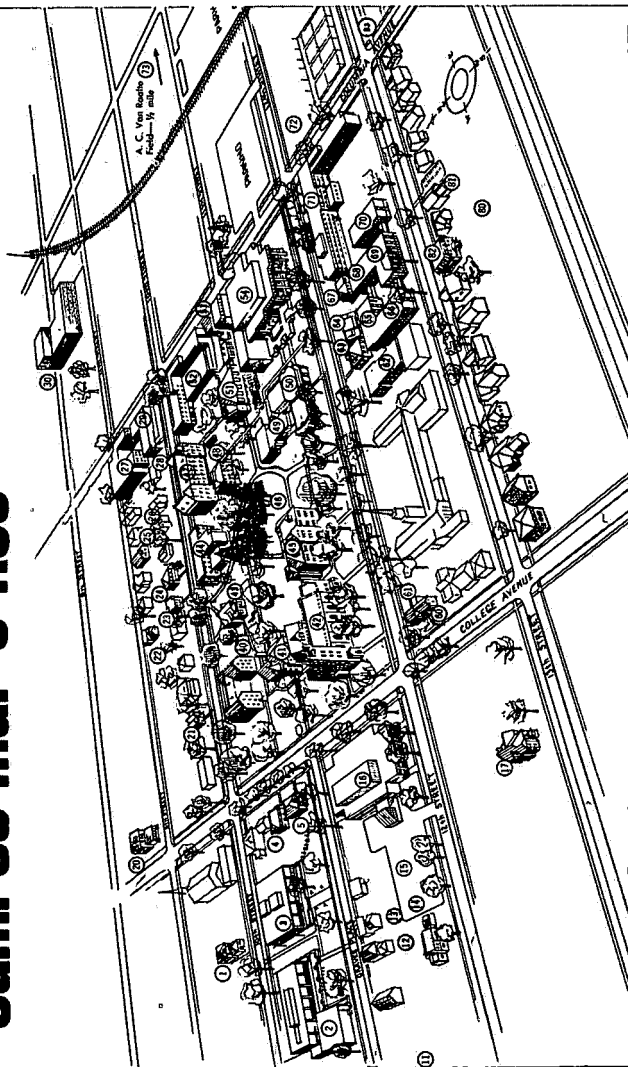
### Also:

Alabama	Kentucky	North Carolina	
Arizona	Maine	Oklahoma	
Colorado	Maryland	Oregon	
Connecticut	Massachusetts	Puerto Rico	
Dist. of Columbia	Minnesota	Rhode Island	273
Florida	Missouri	Tennessee	
Hawaii	Montana	Texas	
Idaho	Nebraska	Virginia	
Iowa	New Hampshire	Virgin Islands	
Kansas	New Mexico	Washington	

### Foreign Countries Represented:

Austria	Honduras	Malaysia
Canada	Hong Kong	New Zealand
Colombia	Japan	Nigeria
Dominican Republic	Iran	Peru
Ethiopia	Iraq	Qatar
France	Korea	Saudi Arabia
Germany		Singapore

# CAMPUS map & KEY



- \*44. Durfee Hall, 110 E. 10th St.
- \*27. Dykstra Hall, 144 E. 9th St.
- \*40. Economics & Business Adm. Dept., 100 E. 10th St.
- \*68. Emersonian Hall, 119 E. 13th St.
- \*45. English Dept., Van Raalte Hall
- \*75. Field House, Van Raalte Athletic Field
- \*41. Foreign Languages Dept., Graves Hall
- \*69. Fraternal Hall, 119 E. 13th St.
- \*40. Geology Dept., Voorhees Hall
- \*28. Gibson Cottage, 32 Graves Pl.
- \*26. Gibson Cottage, 30 Graves Pl.
- \*41. Graves Hall, 263 College Ave.
- \*61. Helath Clinic, 66 E. 12th St.
- \*40. History Dept., Voorhees Hall
- \*40. Ingersoll Bookstore, De Witt Center
- \*70. Knickerbocker Hall, 129 E. 13th St.
- \*71. Kiehl Cottage, 36 Graves Pl.
- \*77. Kolten Hall, 140 E. 12th St.
- \*41. Lubbers Humanities and Social Sciences Center, 30 E. 10th St.
- \*45. Mailing Services and General Services Center, Van Raalte Hall
- \*30. Maintenance Dept., 174 E. 8th St.
- \*67. Mandeville Cottage, 126 E. 12th St.
- \*28. Meyer Cottage, 33 E. 10th St.
- \*49. Music Dept., Nykerk Hall of Music
- \*49. Nykerk Hall of Music, 127 E. 12th St.
- \*16. Peale Science Center
- \*42. Phelps Hall, 150 E. 10th St.
- \*83. Physical Education Dept. (Proposed)
- \*51. Physical Education Dept., Gymnasium
- \*2. Physics Mathematics Hall, 37 Graves Pl.
- \*46. Physics Dept., Physics Math Hall
- \*45. Political Science Dept., Van Raalte Hall
- \*43. President's Office, 92 E. 10th St.
- \*45. Psychology Dept., Van Raalte Hall
- \*25. Registrar, Van Raalte Hall
- \*40. Religion Dept., Voorhees Hall
- \*30. Rusk Building, 174 E. 8th St.
- \*41. Schoon Meditation Chapel, Graves Hall
- \*49. Snow Auditorium, Nykerk Hall of Music
- \*81. Spanish House, 18 E. 13th St.
- \*1. Steffens Cottage, 37 E. 10th St.
- \*54. Studio Theatre, De Witt Center
- \*72. Taylor Cottage, 111 E. 10th St.
- \*72. Theatre Dept., De Witt Cultural Center
- \*54. Theatre Dept., De Witt Cultural Center
- \*73. Van Raalte Athletic Field
- \*45. 11th St. at Lincoln St.
- \*48. Van Raalte Hall, 85 E. 12th St.
- \*3. Van Zoeren Library, 43 Graves Pl.
- \*40. Voorhees Hall, 72 E. 10th St.
- \*80. Weimers House, 135 E. 14th St.
- \*40. Wickers Hall of Music, 127 E. 12th St.
- \*56. Wickers Hall of Music
- \*62. Zwemer Hall, 86 E. 12th St.
- \* Student Housing

- \*66. Cosmopolitan Hall, 109 E. 13th St.
- \*64. Crispell Cottage, 118 E. 12th St.
- \*45. Dean of Students Office, Van Raalte Hall
- \*4. De Pree Cottage, 254 College Ave.
- \*54. Development Office, Van Raalte Hall
- \*54. De Witt Student and Cultural Center, 141 E. 12th St.
- \*42. Dinnert Memorial Chapel, 12th and College Ave.
- \*17. Dosker Cottage, 47 E. 13th St.
- \*22. Du Mez Cottage, 196 E. 9th St.

- \*60. Bourne Cottage, 292 College Ave.
- \*22. Brumner House, 106 E. 13th St.
- \*82. Brumner House, 106 E. 13th St.
- \*51. Business Office, Van Raalte Hall
- \*51. Carnegie-Schouten Gymnasium, Pine Grove
- \*11. Century Cottage, 275 Central Ave.
- \*62. Century House, 86 E. 12th St.
- \*47. Chemistry Dept., Science Hall
- \*53. Columbia Cottage, 264 Columbia Ave.
- \*71. Communication Dept., Kolten Hall
- \*15. Construction Office, 39 E. 12th St.

- \*45. Provost, Van Raalte Hall
- \*45. Administration Building, 85 E. 12th St.
- \*63. Alumni House, 112 E. 12th St.
- \*63. Alumni House, 109 E. 13th St.
- \*30. Art Department, 174 E. 8th St.
- \*25. Beck Cottage, 130 E. 9th St.
- \*25. Beck Cottage, 130 E. 9th St.
- \*26. Biology Annex, 129 E. 10th St.
- \*26. Biology Department, Science Hall
- \*21. Black Student House, 126 E. 10th St.
- \*54. Bookstore, De Witt Cultural Center

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*Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed:*

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